

Researcher says BMI thin on accuracy in heart-failure patients

Carmen Leibel

Fifty-five-year-old Evan Chan is one of 400,000 Canadians living with heart disease. Chan's enlarged heart causes him to be short of breath and sometimes have dizzy spells, but being a part of a University of Alberta study is his way of helping find out more about the disease.

"I wanted to contribute to society in hopes that this research might find something," said Chan.

Chan was one of Antigone Oreopoulos' study participants in a research project that found body mass index, or BMI, is an inaccurate way to test the body fat status of heart-failure patients. Oreopoulos, from the U of A's School of Public Health, also found heart-failure patients with more muscle may have a better chance at survival.

Oreopoulos studied 140 patients with heart failure. Study participants underwent a special scan to measure their muscle mass and body fat.

"I think it is important to note that we cannot rely on BMI alone as a measure of obesity and risk in patients with heart failure."

Antigone Oreopoulos

"I wanted to explore something called the 'obesity paradox,' whereby once heart failure is established, patients with a higher body-mass index who are considered obese live longer, which is opposite of what occurs in people without the disease," said Oreopoulos.

Oreopoulos' research found that having more muscle was associated with better nutritional status and lower severity of heart failure, while higher body fat was associated with increased inflammation and reduced exercise capacity.

continued on page 2

Flocking together



A flock of pigeons take flight on the South Campus.

Michael Holly / Creative Services

CIHR grant will fund research into link between physical activity and breast cancer

Jane Hurly

Over the next five years, a diverse, multidisciplinary team of researchers led by Kerry Courneya of the University of Alberta and Christine Friedenreich of Alberta Health Services will conduct a series of five large research projects to probe the impacts of physical activity on breast cancer.

Courneya's team is one of just four across Canada to be awarded a \$2.5 million team grant over five years from the Canadian Institutes of Health Research, and the only team from the University of Alberta to do so. The grants were recently announced by the federal minister of health, Leona Aluska.

A Canada Research Chair in Physical Activity and Cancer since 2004, Courneya has been making breakthroughs in the fields of physical activity and cancer for over a decade.

This grant gives his team the opportunity to take their work down new paths and use different approaches thanks to a large, diverse research cohort. "The really novel aspect of this study is the link between physical activity and fitness, and disease outcomes," says Courneya. "There has been limited research examining those outcomes. Women who survive breast cancer are at greater risk for breast cancer recurrence, second cancers, cardiac dysfunction, weight gain, bone loss, lymphedema and joint pain; they complain of cognitive dysfunction, menopausal symptoms, fatigue; [and] some report psychosocial distress."



Kerry Courneya

The five research projects will focus on the potential role of physical activity and health-related fitness in facilitating treatment completion, alleviating treatment side effects, hastening recovery after treatments, improving long term quality of life and reduc-

ing the risks of disease recurrence, other chronic diseases, and premature death.

"Our team will look at breast cancer recurrence, death from breast cancer as well as overall survival and whether physical activity and health-related fitness—cardio-respiratory fitness, muscular strength and body composition—are independent predictors of recurrence of the disease and survival," says Courneya.

For the five-year study, researchers will be recruiting 1,500 women newly-diagnosed with breast cancer through the Tom Baker Cancer Centre in Calgary and the Cross Cancer Institute in Edmonton. The study is set to begin early in 2011. "We have a system set up with the medical oncologists at these centres and all women eligible for the study, up to age 75, will be approached to see if they want to participate," said Courneya.


Besides the major studies, Courneya says there are opportunities for sub-group analysis, with a large research cohort. "These analyses might include looking at the link between

fitness and disease outcomes based on disease stage, or we could look at some of the molecular markers in the cancer cells such as estrogen receptor positive or estrogen receptor negative cancer, for example.

"We can look at and determine what role exercise is playing depending on other medical co-morbidities or depending on your fitness level at the time of diagnosis and those types of things. Then you can give more targeted recommendation about what the best bang for the buck might be in terms of an exercise prescription."

Courneya says the true value of the team grant is the legacy of research projects it will spawn.


"The real goal of our CIHR team grant is to build this cohort so we have a beautiful resource, a living laboratory, of 1,500 women with all the gold-standard assessments of exercise and health-related fitness tracked over many years and followed for all these disease outcomes. And once you establish that, there are an endless number of questions future students and academics could potentially look at." ■



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Researchers examining vitamins' role in celiac disease

Bev Betkowsky

Research at the University
of Alberta is helping ad-
dress a worrisome problem
for children and adolescents with
celiac disease who, because of their
chronic condition, face a risk of weak
bones and osteoporosis.

Diana Mager, a professor of
agricultural, food and nutritional
science, and Justine Turner, pediatric
gastroenterologist in the Department
of Pediatrics at the U of A, are lead-
ing a team that is exploring whether
certain vitamins need to be routinely

included in treatment programs for
children and teens with celiac disease.

"One in 100 people in Canada
have celiac disease (an inability to
digest the gluten in grains and other
food products), and yet many go
undiagnosed for years and as a result,
have a higher risk for poor bone
health," said Mager. The problem is
especially important for children with
celiac disease, not only because peak
bone development happens during
adolescence, but also because their
chronic condition prevents good ab-
sorption of important bone-boosters
such as vitamin K.



Grad student Carla Rodriguez-Dimitrescu (left) and researcher Diana Mager, with
Mager's daughter, Catherine Yeow.

Supplied

Add to this the fact, Mager said,
that most Canadians—including
celiacs—in general have low levels of
another crucial bone builder, vitamin
D, due to decreased exposure to sun-
light and poor diets.

Mager and her colleagues felt it
was important to focus on studying
bone health in children with celiac
disease, because little has been done
to find out just how much of a role
vitamins K and D play, especially in
children who are newly diagnosed
with celiac disease.

As part of their research, they
conducted a study of 43 children
and teens from three to 18 years of
age from that category. The results
showed that the youths tended to
have low bone density, likely due to
poor intake and absorption of vita-
mins and minerals. That means they
should be getting more of vitamins K
and D in their diets, said Mager.

The study, funded by the Canadi-
an Celiac Association and the U of A
Food and Health Innovation Initia-
tive, also revealed that the children
were getting less than 50 per cent of

their recommended dietary intake
of vitamin K, and that they suffered
from low levels of vitamin D, which
can be raised through increased
exposure to sunlight and by eating
fortified dairy products.

Mager also recommends that
children with celiac disease include
weight-bearing physical activity in
their daily routines to build their
bone strength, and boost their vita-
min D intake by exercising outside.

"Enjoying activities such as
walking and running outdoors when
there is more sunshine is a great way
to contribute to healthy bones,"
Mager said.

She and her colleagues at the
U of A hope their research will even-
tually determine whether vitamin
supplementation needs to become
part of a clinical regimen for patients
with celiac disease. "If we can encour-
age parents and families to eat a wider
variety of non-gluten containing
foods that are high in vitamins and
minerals that promote healthy bones,
we can help children with celiac
disease to stay healthier." ■

“One in 100 people in Canada have celiac disease, and
yet many go undiagnosed for years and as a result, have
a higher risk for poor bone health.”

Diana Mager

Speech staffer places at major fitness competition

Laurie Wang

When Noriko Major
isn't working as the
office assistant at the
Faculty of Rehabilitation Medicine's
Department of Speech Pathology and
Audiology, she is kicking major butt in
fitness.

Before placing second at the Al-
berta Bodybuilding Association's 2010
Southern Alberta Championships in
women's fitness, Major spent 12 weeks
preparing for the competition. Each
day prior to showing up for work at
the University of Alberta, Major would
wake up at 5 a.m. to do 40 minutes of
cardio. After work, Major would go to
the gym and do weight training and
then practice posing. On the weekends
she would practice her routine and fit

in more workouts. Major hired coach
Mariusz Zastawny to keep her on
track.

"I went into intense training to
build muscle and bring my body-fat
percentage down," she said.

Major's first foray into the world
of bodybuilding occurred in 2008.
During the competition she was told
by the judges that she needed to gain
seven to 10 more pounds of muscle in
order to be competitive. She trained
six days a week leading up to the 2010
competition and gained the muscle
mass necessary this year.

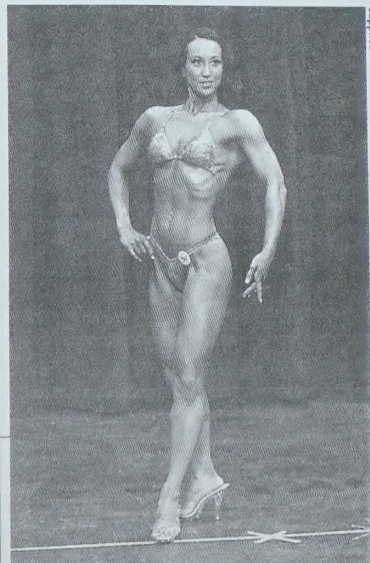
Major also had to develop and
perform a routine for the fitness
competition.

"The routine had to include one-
arm push ups, the splits, a high kick, a
straddle hold and an L-sit," Major says.

"I have a dance background
so I love being on stage and
performing."

After placing in the top
three in the provincial compe-
tition, Major is now qualified
to compete in the Nationals.
She is back at her training in
preparation for next year's
Canadian Nationals competi-
tion in August.

"It feels great to be on
stage. It's nice to have a goal
and something to work
towards—that's why I do it,"
says Major. "And I also love
lifting weights." ■



Supplied

Noriko Major placed second
at the Alberta Bodybuilding
Association's 2010 Southern
Alberta Championships in
women's fitness this June.

BMI assessment invalid

continued from page 1



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Antigone Oreopoulos and study participant Evan Chan.

"This suggests that in patients with
heart failure having more muscle mass
and lower fat may be beneficial."

The study also discovered that
testing just the body mass index of
heart-failure patients doesn't ac-
curately measure their body-fat status.
Oreopoulos found that 41 per cent of
the study participants were inaccur-
ately classified by BMI. Many who
had a high body weight but not high
body fat were mislabelled as obese and
others who did not weigh a lot but
had a high amount of body fat were
mislabelled as normal.

"I think it's important to note
that we cannot rely on BMI alone as a
measure of obesity and risk in patients
with heart failure."

Chan was one of the participants
who was inaccurately classified by BMI.
Oreopoulos says he was in the highest
BMI category at 30.3, which classifies him
as obese, but adds this is likely because he
has a high amount of muscle mass for his
age. This was a surprise to Chan. "I hope

the medical community might be
more receptive to developing another
standard, or supplement with other
techniques, in helping their care of
heart patients."

Oreopoulos says this research has
direct implications for weight-man-
agement guidelines and adds that, to
date, there is a shortage of evidence to
guide a clinician's decision about when
to recommend weight loss to a patient
with heart failure.

While this study provides potential
explanations of how muscle and fat
could possibly play a role in the surviv-
al of heart-failure patients, Oreopou-
los says there isn't enough evidence to
make specific recommendations.

"My team and I plan to conduct
treatment studies that examine the
effects of intentional weight loss on
the survival and quality of life in these
patients."

Oreopoulos' research was pub-
lished in July in the journal *Mayo
Clinic Proceedings*. ■

teaching & learning, learning & teaching

In this classroom, the scalpel is mightier than the pen

Michael Brown

Jonathan White sees his style of teaching as a form of storytelling, and why not? He does his best instruction in a theatre, albeit a surgical theatre.

The surgeon in the University of Alberta's Faculty of Medicine & Dentistry is quickly earning a reputation as an educator with a different perspective, after he recently received one of the U of A's McCalla Professorship awards. Named after the U of A's first dean of the Faculty of Graduate Studies and Research, the award provides faculty members with an opportunity to explore and implement strategies integrating their research and teaching.

White says the award will allow him to pursue his research into team-based interprofessional assessment, online learning presence and the use of narrative in medical education.

"I talk about hanging learning and

knowledge off of an actual encounter with a patient," said White, who runs the undergraduate surgery program in the Faculty of Medicine & Dentistry. "It is very hard to go read a chapter in a textbook about colitis and actually remember something. It is actually much easier if you've seen an actual person who has that problem and then you go and read about it. Suddenly, it then begins to make sense and you start to see what happens when people get sick and they have operations."

Despite also being a 2010 recipient of the Provost's Award for Early Achievement of Excellence in Undergraduate Teaching, White says he doesn't have any classic lecture hall tricks of the trade, choosing instruction on the business end of a scalpel instead.

"One advantage I have over being

in a classroom is, obviously, I already have their attention," said White.

"The key thing for us is to have students figure out what kinds of things need operations, what sort of information surgeons need, what it is like for a patient to have surgery and what it is like to do the surgery."

"We actually want them to come along to see what it is like to open somebody up and see what an appendix looks like or

what a gall bladder looks like, because they don't get that kind of experience at any other time in medical school."

The surgeon says he understands that only a few students will end up being surgeons so he asks them what they want to get out of his class.

"By the time they're hitting third or fourth year, they are fairly sure about what they are going [special-



Jonathan White

ize in], so we are trying to say, 'If you think you are going to be in emergency medicine, maybe we need to focus on suturing, sewing and putting in stitches. If you are going to be a family doctor you have to be able to assess if somebody has a hernia or a hemorrhoid,' the kind of common problems that they see."

White says one of the practices the faculty has adopted is to attach the students to a team of surgeons with the instructions: "You have 10 different surgeons in the hospital to work with, as a group of students you need to decide where you are going to go."

"We are very much putting the learning back in the students' hands and saying, 'here's the environment, here's all the different things that you could look at, tell us what you want.'"

For White, he says he knows he has done his job when the shock and awe turns into revelation.

"It is that light-bulb moment where the student goes, 'ah, OK. I've heard about this around the edges and thought about this a bit, but now I've seen somebody come in with appendicitis and I can finally put some flesh on the bones that I got from the textbook,'" said White. ■

"We are very much putting the learning back in the students' hands and saying, 'here's the environment, here's all the different things that you could look at, tell us what you want.'"

Jonathan White

Critical thought on the decline in academia

Michael Davies-Venn

There has been a dramatic decline in critical thought in universities and grade schools over the last 10 years, says Joel Westheimer, University of Ottawa research chair in the sociology of education. And, he says, that drop has seen universities taking on the role of job training centres, rather than meeting their core missions of serving the public good.

"In kindergarten to Grade 12 and at the university level, there has been a huge increase in the idea that the sole purpose for schools and universities is for job training," said Westheimer, speaking to a group of University of Alberta researchers, instructors and

community members during a symposium on Aug. 11, which was organized by the Centre for Teaching and Learning and Community Service-Learning offices. "Historically, that was never the case, but as we made that shift from schools for the public good to schools as job-training institutions, we've narrowed the curriculum into subject areas that are easily measured and that are easily justified for very specific skill set."

One of the consequences of this shift is a loss in the number of subjects studied, as well as the amount of time spent exploring what Westheimer describes as deeper questions about the world. Recognizing the need to stem this decline of critical thought, the U of A has undertaken various initiatives, including

its Centre for Teaching and Learning, which helps researchers enhance their teaching approaches, and the Community Service-Learning program.

"The university has embraced discovery learning and the reason for this is that we know that learning is made deeper and more lasting when the whole person is involved in the learning process, and is challenged to be viscerally engaged while learning by asking questions and challenging themselves," said Sara Dorow, director of the U of A's Community Service-Learning program.

As part of the day-long symposium, entitled, "Taking Teaching to the Edges (of the classroom) and Beyond," researchers had on display various teaching methods, highlighting how community-engaged learning directly benefits students and the community.

An example of that approach is a play by U of A drama students, who used the life stories of Edmontonians, clients of Boyle Street Community Services, to illustrate issues around poverty, inequality and marginalization as part of their coursework.

Another example are the students who are part of the Community Service-Learning Program and, as such, provide

health care at the SHINE Clinic, tutor grade-school students and help develop non-profit community groups such as health and immigrant organizations and environmental groups. Dorow says students and groups benefit from the approach.

"Community service learning and other forms of community-engaged

learning add another important dimension [to education]. It provides a context where students are actually in the environment wherein what they do matters not just for a grade; it matters for people in organizations and groups in the community who are relying on those students to be actively contributing in some way." ■

"Community service learning provides a context where students are actually in the environment, wherein what they do matters for people in organizations and groups in the community who are relying on those students to be actively contributing in some way."

Sara Dorow



Participants take in examples of community service learning by U of A researchers.

Are You a Winner?

Congratulations to Lily Choi, whose name was drawn as part of folio's July 16 "Are You a Winner?" contest, after she correctly identified the object in the photo as being located by staircase on main floor between Rutherford Library South and Rutherford Library North. For her sleuthing skills, Choi has received a copy of "Taking the Lead: Strategies and Solutions from Female Coaches," edited by Sheila Robertson with an introduction from Dru Marshall, U of A provost and vice-president (academic), as well as a copy of former U of A English professor Stephen Scobie's latest work, "The Measure of Paris," both books courtesy of the U of A Press.

If you feel you missed out on this opportunity to own a copy of "The Measure of Paris," fear not, as the U of A



Press has come through with another. To get your hands on Scobie's blend of travelogue, memoir, literary criticism and poetry, simply identify where on campus the object of the picture is located. Email your correct answer to folio@exr.ualberta.ca by noon on Friday, Sept. 3, and you will be entered into the draw.

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A hall through CAB stands at the ready for the U of A's fall semester to begin Sept. 8.

Physical therapy researcher stress tests change

Holly Gray

People say change isn't always easy, and evaluating change is a chore unto itself.



Trish Manns

Trish Manns, physical therapy professor in the Faculty of Rehabilitation Medicine, has received \$88,731 from the Teaching and Learning Enhancement Fund to take on this challenge. She wants to determine if recent curriculum changes to the physical therapy program have affected the graduates' clinical decision-making skills.

In the last decade, 13 of the 14 Canadian physical-therapy programs transitioned from a bachelor's degree to a master's level, with the U of A converting in 2003. The program decreased in length to 24 months and there is an increased emphasis on evidence-based practice skills and independent student learning.

"Even though the whole country switched, and even though schools in the United States switched, there's really nothing we could find that evaluates, 'What have the changes in curriculum done to clinical practice?'" said Manns.

Manns plans to examine the interacting influences of the training curriculum,

the clinical experience and the context of the workplace to determine how therapists make clinical decisions. She wants to know if the program's graduates have the skills and knowledge to deliver high-quality rehabilitation and health care.

Her teammates include Johanna Darrah, professor in the Department of Physical Therapy; Shannon Scott, professor in the Faculty of Nursing; and Joanne Profetto-McGrath, professor and vice-dean in the Faculty of Nursing. Manns says this research will help guide future curriculum revisions, ensuring the best teaching methods for U of A students.

"It's a study that we wanted funded quite badly because it really is an evaluation of our curriculum that we don't usually do," said Manns. "What are the therapists actually doing after they graduate? What are they actually doing in clinical practice and does it match what we taught them?"

Physical-therapy student Kyle McIntosh thinks it's important to keep curriculum revisions in check.

"When you change the way you educate therapists, I think it's important to gauge how those changes affect the delivery of care," he says. "As a current student, I want to know that when I graduate after two years, I'll be just as prepared to deliver high-quality treatment as those students who spent four years in the program. It doesn't matter whether you have a master's or bachelor's designation behind your name. What matters is that you have the appropriate knowledge and skills to back it up."

The TLEF program, launched in 2006, supports innovative projects at the University of Alberta that create exceptional learning experiences and environments for students. The purpose of the fund is to support those engaged in teaching at the university, allowing them to improve their teaching skills, enhance their understanding of teaching and learning processes and provide teaching environments to optimize student learning.

the open door

Campus construction projects start to take shape

Don Hickey
Vice-president, Facilities and Operations

As we get ready to welcome students, staff and faculty back after the summer break, I wanted to share with you an update on some of the activity from my portfolio that's been taking place on campus. This fall and into 2011, the university will welcome the openings of new buildings on its campuses.

One of the projects I'm pleased to report on is the opening of the new Graduate Student Residences, located in East Campus Village. These LEED silver-certified residences will offer 234 beds to graduate students and are the first residences to open since International House in 2004. The four new residences have been a truly collaborative project with support and involvement from the Graduate Students' Association as well as the Garneau community.

At Augustana Campus, we are celebrating the opening of the new Student Library Forum, a project three years in the making and funded primarily by the province. While the library has been open since 2009, the forum, which provides student and staff common space as well as faculty and staff offices, was opened in July 2010.


In addition, the Centennial Centre for Interdisciplinary Science and Edmonton Clinic North are nearing completion and we'll see them open in 2011. Both of these projects, along with the skylight replacement and re-roofing of HUB Mall, and the expansion of the cooling plant on North Campus, will mark the completion of some of the sig-

nificant infrastructure development built with capital funding from the province over the last few years.

The federal government's Knowledge Infrastructure Program has also provided us an opportunity to complete a number of priority renewal and fit-out projects. Over the course of this program, you will see renewal work taking place in the Chemistry West and Biological Sciences buildings, as well as the Chemical Materials Engineering Building. This program has also funded a number of building connections between our facilities south of 87 Ave. such as the Education Building, the Walter C. MacKenzie Health Sciences Centre and Edmonton Clinic North. In addition, funds received through KIP resulted in a 90 per cent fit-out of both the Li Ka Shing Institute for Health Research and Innovation and the Katz Group Centre for Pharmacy and Health Research.

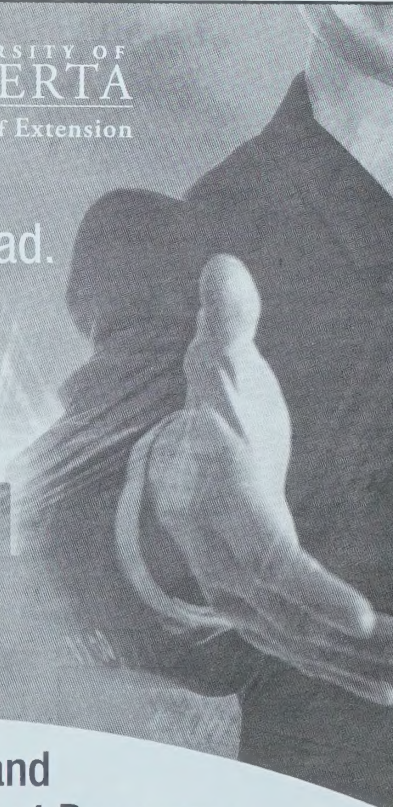
I would also like to take this opportunity to remind you that traffic volume around campus will noticeably increase as students return in September. Alberta Health Services has notified us that the lane closures on 114 St. will continue through to the end of October 2010. You can learn more about this project by visiting www.edmontonclinic.ca/TrafficDisruption114Street.cfm.

Facilities and operations staff takes pride in our work and we are committed to working with student and staff associations to ensure each of our campuses are welcoming and well maintained. We will continue to work closely with government to ensure we have an alignment of priorities and needs. We appreciate your ongoing co-operation as we work to complete these projects.



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Quinn Phillips

Researchers close in on treatment for fatal lung disease

Pulmonary arterial hypertension is a fatal disease with no treatment options. However, a research group in the Faculty of Medicine & Dentistry is one step closer to changing that.

Pulmonary hypertension, which is high blood pressure in the lungs, is caused by a cancer-like excessive growth of cells in the wall of the lung's blood vessels. It causes the lumen, which is the path where blood travels, to constrict, putting pressure on the right ventricle of the heart. University of Alberta cardiovascular and cancer researcher Evangelos Michelakis, his graduate student Gopinath Sutendra and a group of collaborators, have found that this excessive cell growth can be reversed by targeting the mitochondria of the cell,

which both controls the metabolism of the cell and initiates cell death.

By using dichloroacetate (DCA) or Trimetazidine (TMZ), which are mitochondria targeted pharmaceuticals, the activity of the mitochondria increases, helping induce cell death and regressing pulmonary hypertension in an animal model, says Sutendra.

Current therapies only look at dilating the constricted vessels rather than regression, so this is a very exciting advancement, according to Sutendra.

"In the pulmonary hypertension field they're really looking for new therapies to regress the disease, it might be the wave of the future," said Sutendra, whose work is published in the August edition of the journal *Science Translational Medicine*. "The other thing that is really exciting is that TMZ and DCA have been used clinically in

patients so it's something that can be used right away."

Clinical trials are expected to be the next step. Michelakis is currently working with a college in the United Kingdom to have patients with pulmonary hypertension take DCA.

"What you hope is that what you discover in the lab will be translated to the clinic and that's what is great about working in this lab," said Sutendra. "I get full exposure to the clinical side because my primary investigator is a cardiologist."

"We're able to see firsthand everything that happens in clinic and everything at the cellular level in the lab."

Sutendra is about a year away from completing his PhD. He's come a long way for someone who did their undergraduate and master's work in biochemistry. The transition to cardiovascular

research didn't come without hiccups, though, as he had a lot to learn.

"I really didn't understand anything in physiology, I didn't understand anything in pharmacology and I was thinking, 'do I really want to invest all of this time to learn a lot of this stuff after I learned so much about chemistry,'" said Sutendra. "It really shows you that if you pick the right lab you can really set your career and go far. And, if you pick the appropriate mentors, they can really guide you well and to success."

What is especially exciting for Sutendra is that the research results extend far beyond pulmonary hypertension patients. It also potentially extends to other vascular diseases and cancer as well.

"I think this has consequences for many diseases that are relevant to the public and will hopefully push forward potential therapies." ■

Full of life on the graveyard shift

Ken Mathewson

You might not recognize Ty Trang from his picture, but you've undoubtedly seen his work.

As a building services employee with the University of Alberta for nearly 30 years, he has worked in practically every building on campus. Nevertheless, he's difficult for most people to spot, due to the fact that he has been working the night shift since he was promoted to the head of the carpet and floor crew in 1988, punching in at 11 p.m.

"I love it anyway," said Trang, when asked about the nocturnal schedule. "I sleep from 8:30 or nine o'clock until

three or four, unless there's some emergency."

Tran's demeanour would give you the impression that he's never known a day of misfortune in his life. However, only a year before starting with the U of A, Tran was confined to an Indonesian refugee camp after fleeing the violence in his home country of Vietnam. After six months of internment, he and his family were moved to Canada.

"A friend of mine got a job here, called me and said, 'There's a job with the university... but it's the night shift.'"

Tran jumped at the opportunity, and three decades later, still has an air of enthusiasm that rivals a sprinter at the starting gate.

"I like to work here. It's all friendly people. Everywhere I go on campus, all the staff, they like to see me."

Tran's lengthy involvement with the U of A has also inspired his children to pursue their academic careers here. His daughter is set to begin her second year of general sciences in September, and his

son, who is still just 12 years old, plans to enrol after graduation. "He's talking about going into mechanical engineering," said Tran, "but it's still early for him. When he gets through high school, he can make up his mind."

If Tran's late-night schedule has worn him down any, he doesn't show

it. When asked about his plans after retirement, Tran says he plans to keep on working in the field he has come to know so well through his time with the university.

"Maybe I'll open my own cleaning business," he says with a smile. "Fifty-five is still too early to retire." ■

staff spotlight



While the university community sleeps, Trang helps the U of A sparkle.

Giving the Grub Street hacks their due

Michael Davies-Venn

Nicolas Gilbert was a troubled French poet. While visiting a friend one late October night, he suddenly started rolling around on the ground, screaming hysterically. Gilbert was taken to a hospital where, on Nov. 16, 1780, the poet swallowed a five-inch long metal key and choked to death.

In 1941, another poet, Virginia Woolf, filled the pockets of her overcoat with stones, walked into a river and drowned.

Today, works by Woolf are generally regarded an important part of the Western literary canon; Gilbert's are not, even though University of Alberta researcher, Jeremy Caradonna, says Gilbert's works were integral to an important period in Western civilization; the Age of Enlightenment, which

began in the 18th century and focused on reason and critical questions in the formation of western philosophy and cultural mores.

Caradonna, a professor in the Department of History and Classics, has been investigating how the French press of the late 18th century reported on Gilbert's suicide, as well as other literary "unknowns," now known collectively as "Grub Street hacks." Grub Street, located in what was then one of London's most impoverished areas, became synonymous

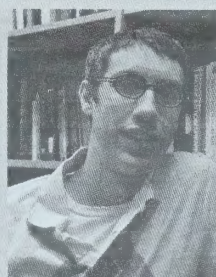
with communities in Europe where a high percentage of "hack writers" lived and penned everything from poetry to pornography, Caradonna says.

"Virginia Woolf died as a literary icon but Gilbert didn't. The hacks were unfairly marginalized and exploited," Caradonna said. "And the reason that these hacks were driven to so much misery and to woefully commit suicide

is because they were not given credit for the instrumental role they played in society. These writers are integral to the very concept of the Enlightenment," he says. "They wrote for the average person and their writings helped undermine the French monarchy, more so than did any highbrow argument about economics that the average person did not understand."

"When you read the works by these hacks, you get a much richer understanding of what the Enlightenment was about. It was not such a purely intellectual era. It was nasty, dirty and down in the gutter. It was beautiful and disgusting at the same time, in a way. It was also intellectual."

"We've created canons and somehow have convinced ourselves that they represent history. But canons give a very skewed account of what was going on back in the period, which is always much more complex—when you read the works by these hacks, you get a much richer understanding of what the Enlightenment was about," said Caradonna. ■



Jeremy Caradonna

Gift helps open computing science's doors to best and brightest

Michael Brown

In the early 1970s, Geoff Tate graduated from Harry Ainley High School and entered the University of Alberta intending to study physics. But halfway through his first year, he had a change of heart.

"I remember him telling me that physics wasn't his thing," said Geoff's mother, Verna, who, along with her husband, Ross, was on campus July 26 to look in on the Department of Computing Science's "Verna & Ross Tate High School Internship Program," named in honour of her and her husband. "I told him you have to do what's fun. I think that's the only advice he ever took from me."

Geoff switched gears, joined the Department of Computing Science, and never looked back, except to support his alma mater. Today, Geoff is the president and CEO of NanoSolar, a solar energy producer, but has had a storied career as a venture capitalist and entrepreneur by fusing technology and business.

Although his business ventures have taken him away from Edmonton—he now lives in California—his appreciation for his university education is never far from mind.

In addition to sitting as a member of both the U of A's Visiting Committee for the Dean of the Faculty of Science and Computing Science Advisory Board, Tate now supports the High School Internship Program. The program, in its

fourth year, is open to high-school students who demonstrate competence in the core subjects, particularly math, and have an interest in computing science.

This year, 26 high-school students were accepted into the six-week program to work on a range of projects from working on medical applications for the Faculty of Rehabilitation Medicine, to robotics and artificial intelligence.

Participant Janel Comeau, who recently graduated from Bellerose Composite High School in St. Albert, is working on a project testing user satisfaction with television delivered over the Internet.

"This is the first time I've ever programmed anything and I'm really enjoying it," said Comeau, who is entering her first year of computing science

at the U of A in September.

Program interns receive a modest stipend for their time, a wealth of hands-on experience and a head start on a career in computing science.

"It's fun to watch kids be eager," said

Mike MacGregor, professor and chair in the Department of Computing Science. "We want the best and the brightest students to choose computing science at the U of A, and this program helps us attract them." ■



(From r-l) Internship program student Brock Toews discusses his summer work with Verna and Ross Tate and Mike MacGregor, chair of the Department of Computing Science.

St. Joseph's College's special relationship with the U of A

Michael Brown

The complex relationship between the University of Alberta and St. Joseph's College once caused former university president Myer Horowitz to extol, "St. Joseph's College is part of the U of A and apart from the U of A at the same time."

This unusual yet symbiotic relationship has existed since Henry Marshall Tory, the U of A's first president, asked Edmonton's Catholic community to create an affiliated college on the university campus to fill the pressing need for Catholic post-secondary education in the province.

In 1926, St. Joseph's College was born and its classic red-brick architecture has graced the U of A's main street across from the Dentistry/Pharmacy Building ever since.

"Academically, St. Joseph's College functions as a unit within the Faculty of Arts," said Father Tim Scott, president of the college. "In every other sense it is independent."

Scott says that the courses taught at St. Joseph's are U of A credit courses, available to all undergraduates in any program; however, the college offers only a minor in Christian studies.

"If you are a science student you might take Denis Lamoureux's

popular science and religion class," said Scott. "If you are an education student and you're planning on teaching in the Catholic school system, you will want to take a couple of courses at St. Joe's in order to qualify you to work in a Catholic school. If you are a nursing student, there is a course on bioethics here that covers the ethics requirement for a nursing student."

All told, Scott says every year there are upwards of 2,100 students either taking any of the 60 courses offered at the college, or being taught by St. Joseph's professors who are working in the relevant units in the Faculty of Arts. St. Joseph's College is also responsible for running the U of A's Catholic chaplaincy, which includes a staff of chaplains and priests as well as services every

weekend. St. Joseph's has its own governance structure, board of directors, as well as its own 65-room residency.

And while St. Joseph's stands as an independent entity, it's the college's differing perspective that Scott says is so valuable in an academic

"St. Joseph's College is part of the U of A and apart from the U of A at the same time."

Myer Horowitz



In 1926, St. Joseph's College was born and its classic red-brick architecture has graced the U of A's campus ever since. INSET: The chapel steeple at St. Joseph's.

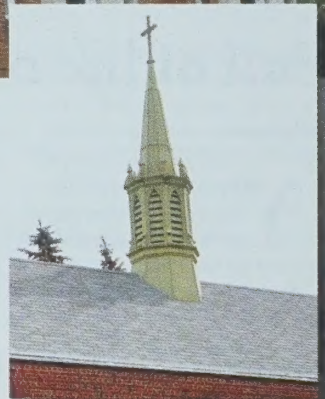
setting and, in the end, makes St. Joseph's College distinctly U of A.

"A university is supposed to be a highly diverse learning environment with different approaches being used to look at different issues," said Scott. "The huge advantage of having this kind of a college is that it incarnates that precise diversity."

Scott says St. Joseph's allows students to study religion, not as an abstract idea, but from within that particular religion's traditions.

"Lutherans do it; Christians do it; Jews do it; Muslims do it; and so we can bring to that study the whole historical perspective of Christianity, which is a different understanding of the human person, a different understanding of learning, a different understanding of the world," said Scott.

"You can bring all that to critical discussion with other faculty members. This is what is remarkable;



you get all sorts of religious debates around religious questions that are highly relevant in our society today. This is not minor stuff in many parts of the world. Questions of religion are life and death." ■

Walkable maps guide residents toward a healthier community

Carmen Leibel

The *Avenue Community Walking Map* is now in the mailboxes of about 13,000 north-central Edmonton residents to help guide them through the pathways of their neighbourhood.

The walking map, which includes Alberta Avenue, Cromdale, Delton,

Eastwood, Elmwood Park, Parkdale, Spruce Avenue and Westwood, is the result of a partnership between the University of Alberta and City of Edmonton's Walkable Edmonton program. Creators of the map worked with community members to identify walking routes and destinations such as grocery stores, schools, coffee shops and community services

or facilities in the area.

Candace Nykiforuk, from the U of A's School of Public Health, says projects like this are important for the development of healthy communities.

"We all know walking is one of the best, free ways to get physically active, but there's also the social benefit of being connected to your community and feeling you belong," said Nykiforuk. "These maps will help residents better know their neighbours and feel safe and comfortable in their neighbourhood."

The *Avenue Community Walking Map* is the eighth in a series of walking maps for Edmonton neighbour-

hoods called Communities on Foot. The series was originally created as a joint project between the city and local community leagues and groups to promote walkable, vibrant and sustainable neighbourhoods. Other communities with walking maps include Woodcroft, Riverbend, The Ridge, Stony Plain Road, Strathcona Centre, Parkallen and Mill Creek South.

"Great neighbourhoods are the building blocks of a great city," said Ian Hosler, Walkable Edmonton program co-ordinator for the City of Edmonton. "These walking maps are a great example of the city, community leagues and groups working

together to create a resource that is unique and meaningful, while promoting a healthy, active and connected neighbourhood and city."

Residents in north-central Edmonton will be asked to fill out a survey and U of A researchers will evaluate how the latest map is improving community health. The results will provide important information as the project moves ahead to include other neighbourhoods.

"The survey is on the back of the map. The questions ask about whether or not you use the map for walking, how often you walk and where you go in the community," said Nykiforuk. ■

"These maps will help residents better know their neighbours and feel safe and comfortable in their neighbourhood."

Candace Nykiforuk

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Local resident Dawn Freeman, Ian Hosler, Walkable Edmonton program co-ordinator, and Candace Nykiforuk, School of Public Health researcher, discuss possible routes through north-central Edmonton during a walking tour July 26.

High-tech solutions to age-old language problems

Ilireen Poon

The herculean task of preserving and teaching endangered Aboriginal languages in Canada is getting a high-tech boost.

Phillip Cash Cash, a PhD candidate in the anthropology and linguistics program at the University of Arizona, was in Edmonton last month to share his research and insights into the use of multimedia with students in the University of Alberta's Canadian Indigenous Languages and Literacy Development Institute.

"In the communities that I work with, people are using video cameras, partially because of the reduction in price and the new technologies. This widely available technology means there are going to be new uses, new opportunities," said Cash Cash, a Nez Percé from the Cayuse Nation in Oregon. "Multimedia is really a new tool that people can use to enable their ability to capture language in its many facets."

"People are carrying around translated movies on their mobile devices

and sharing videos on Youtube. So, the question for us is, since younger people are so technology savvy, how do we provide resources for them?"

The Canadian Indigenous Languages and Literacy Development Institute is an intensive summer school held at the U of A every July. Its goal is to train First Nations speakers and educators in endangered language documentation, language revitalization, second-language teaching, curriculum development and language-related research. This year, the program is offering a course in using technology for these goals, said Sally Rice, the institute's interim director and professor in the Department of Linguistics.

"The thing about video and why it's so enticing for everybody is it captures that whole context of language use," she said. "Language isn't a word list. It's not colours and numbers and months of the year and body parts," said Rice. "It's real conversation, communication and cultural use. Language is a medium for bringing people together and for cognition, for knowing who you are as a person and how you relate to the world."

Documenting that use of language is where Cash Cash's work shines, she said.

"In film you see language in all of its glory and all of the things that linguists didn't traditionally call 'language,' like where you're looking, what you're doing with your hands, what your body posture is, the rate at which you're speaking, the things you're not saying," she said. "A new generation of linguists are saying, 'This is language.' It's demeanour; it's gaze; it's gesture; it's register."

Cash Cash says he hopes to encourage people to look at more cultural dimensions of native languages.

"What I'm finding is that there are pairings of gesture and language that become combined unique expressions, and without the gesture there is no corresponding use of the words," he said. "Gestures have an added-meaning component that is compelling and exciting to see when people do use them."

Such a broad look at language helps in a program that encompasses a large number of language backgrounds, says Rice.

"I think we have at least 14 different

languages present in CILLDI this year, but when you look at the sociolinguistic context of a community, the difference among the languages isn't that big of a deal," she said. "What we're trying to do with our Community Linguist

Certificate program is not just to train community linguists in their own language, but to give them enough exposure to how human language works so they can also be of value to their neighbouring communities." ■

“Language isn't a word list. It's not colours and numbers and months of the year and body parts. Language is a medium for bringing people together and for cognition, for knowing who you are as a person and how you relate to the world.”

Sally Rice

Study shows attitudes toward oral sex are changing

Jamie Hanlon

University of Alberta research Brea Malacad says results from a study on oral sex indicate there is little doubt that it is becoming a more common activity for young women. Study results show the act has become a fundamental part of what Malacad calls the "sexual revolution of the 21st century." And she concludes that researchers, sex educators and marketers of safer-sex paraphernalia need to catch up with the trend.

"From my study, all of the women who had engaged in sexual intercourse had also engaged in oral sex as well," said Malacad, who recently published the findings in the *European Journal of Contraception and Reproductive Health Care*. "This data tells us that oral sex is becoming very much a part of most young people's sexual repertoire."

Viral urban myths such as rainbow parties (an alleged group-sex event where women, all wearing different colored lipstick, perform oral sex on men) and media reports of the "exploitation and over-sexualization of young women," as Malacad explains it, was part of the decision to undertake the study to understand what young women are really doing and what it means for the teens, parents and for sex education in general.

Malacad's findings reveal that behaviours and attitudes towards oral sex are changing. Her research shows that while 50 per cent of respondents viewed oral sex as a less intimate activity

than intercourse, 41 per cent believe oral sex to be as intimate an act as intercourse and the remaining nine per cent view it as more intimate than intercourse.

And while Malacad's findings indicate that certainly oral sex has become more accepted, she says the act is hardly the "new goodnight kiss" among young people as has been suggested in some media reports.

The participants' emotional response to oral sex was also something that surprised her.

"Both intercourse and oral sex were associated with mostly positive emotions overall, which suggests that most young women are engaging in these activities because they enjoy them," said Malacad. "Based on the results of my study, there is a percentage of women (just over 30 per cent) who feel powerful when performing fellatio. Apparently some women find it empowering and believe that it can wield a lot of power."

"I guess, depending on the perspective, young women's sexuality can be seen as a positive, empowering thing for women or a very negative thing," she said.

This mainstreaming of oral sex is a change in the tide of sexual behaviour; it also means that sex educators need to catch up to the trends, noted Malacad.

With many young people still ignorant to the fact that sexually transmitted infections can just as easily be passed orally, a whole new topic of discussion needs to appear in the safer sex curriculum delivered to students. The results of her study also show that there is a seemingly untapped market for makers of safe-sex products, too.

"Eighty-two per cent of respondents said that they never used protection when engaging in oral sex, compared to only seven per cent for intercourse; it's almost like it didn't occur to them to protect themselves when having oral sex," said Malacad, who teaches the sex-ed teacher delivery course in the Faculty of Education. "I don't think young people are aware that infections can be spread this way and there are options in terms of protecting oneself."

"In order to provide relevant sex education, we need to get into these difficult topics that have to be talked about: the uncomfortable things that teens really need to know about—sexually transmitted infections and transmission of disease, particularly through oral sex, as well as the social and emotional implications of sexual activity," said Malacad. "We need to be giving them (the most) honest and reliable information in the classroom (possible)." ■

“This data tells us that oral sex is becoming very much a part of most young people's sexual repertoire.”

Brea Malacad

Faculty of Native Studies creates new online journal

Bev Betkowski

The University of Alberta's Faculty of Native Studies is home to a new academic journal that is among the first to explore emerging issues relevant to Métis, non-status Indians and urban Aboriginals in Canada.

The new online peer-reviewed journal, entitled *aboriginal policy studies*, will provide a touchstone for discussion around challenges facing Aboriginal people who live outside of reserve boundaries, says editor Chris Andersen, an associate professor in the Faculty of Native Studies.

"The intellectual community almost always focuses on issues related to on-reserve populations, but more than half of Canada's Aboriginals live in cities and there's comparatively little policy or academic attention paid to off-reserve issues," Andersen said. "This is going to be a demographic situation that will demand a lot of policy attention over the next couple of generations."

Though scholarly knowledge about off-reserve issues is shared in other journals, these papers usually appear in niche publications devoted to specific fields such as health or education, Andersen noted. "There are no academic journals that deal solely with Aboriginal policy in an off-reserve context."

Until now. The multidisciplinary journal got its start with a grant

from the Federal Interlocutor for Métis and Non-Status Indians, part of Indian and Northern Affairs Canada.

The funding allowed Andersen, who was appointed as editor, to hire a small staff and to launch a website that went live this spring. Working closely with the University of Alberta Libraries' electronic journal hosting service, a framework was developed for the online journal, and thanks to the U of A's open journal service, it will be free to the public when it publishes its first edition this coming November.

Andersen hopes that *aboriginal policy studies* will serve as a way to kick start what he considers to be necessary conversations about societal trends and government decisions that may affect the future and well-being of Canada's Aboriginal off-reserve population. "It will play a part in getting policy-makers to think more deeply about what it means to be an Aboriginal person."

The new journal will also help highlight Aboriginal policy studies as a growing and exciting field for students.

"We want to help build legitimacy of urban Aboriginal policy and the whole field of related academic studies, and it's great that the University of Alberta and the Faculty of Native Studies are leading the way on this. This is a project to be proud of." ■



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Summer program provides Alberta teens research opportunity

Ken Mathewson

At a time when most high-school students are busying themselves with anything but education, 16-year-old Edward Spink is devoting his summer vacation to a learning experience unlike any other.

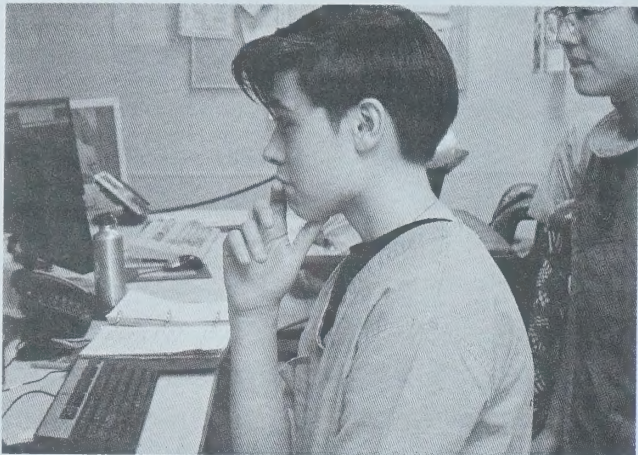
Edward, along with 19 other Grade 11 students, is participating in a six-week summer program, which provides him with the opportunity to work with doctors and researchers performing actual medical experiments in University of Alberta laboratories.

"It's just such an incredible opportunity," said Spink, who has spent his summer working in the laboratory of Gary Lopaschuk, scientific director of the Mazankowski Alberta Heart Institute. "To be able to participate in this kind of research while I'm still so young; I feel really lucky."

The Heritage Youth Researcher Summer program was created by Alberta Innovates – Health Solutions in an effort to help exceptional students obtain real-world experience and stimulate even greater academic interest.

"Our role is to support excellent people," said Alberta Innovates CEO Jacques Magnan. "By successfully mentoring young people like Edward we accelerate their understanding of and exposure to research, and we help build the next generation of research excellence in our province."

That standard of excellence also plays a part in the selection of the participants. Applicants must provide references from both teachers and community members, write an essay indicating their particular field



Edward Spink and 19 other Grade 11 students participated in a six-week summer program at the U of A, which provided them with an opportunity to perform medical experiments.

of interest and complete Grade 11 with an academic average of at least 85 per cent. Even with such challenging selection criteria, those who determined the successful applicants received more than 170 applications from 73 schools throughout the province.

The program's selection process is effective: While Spink may still have the fresh-faced appearance of a high-school student, his attitude towards his research is anything but juvenile. Whether he absorbed his medical terminology from advanced biology classes or during his stint at the Heritage Medical Research Centre remains a mystery, but either way, he seems to know more about his subject material than most people his age know about their favourite band.

"I have learned how to do experiments, study the different proteins that help the heart to pump and even how to do a cardiac function test," said Spink, who only recently quali-

fied to obtain his driver's license.

"We were studying the oxygenating properties of the lungs," said Spink, standing in front of a network of glass vessels and tubing. "This machine simulates the flow of blood through a human body, and we actually had a real heart up there."

Although he has thoroughly enjoyed his time working in the medical field, Spink says he plans to study engineering after high school. He says his experience with the summer internship program will still serve a purpose though, suggesting that an engineering degree could be used to design innovations that would help to improve the quality of life in individuals with circulatory and cardiac ailments.

When asked if he felt that he might build the next artificial heart some day, Spink reveals a hint of his teenage enthusiasm.

"Sure," he said. "I might. I mean, why not?" ■

Driven to distraction

Holly Gray

Imagine plunking yourself down in the cockpit of an F-18 fighter plane with the instructions to take off. Most of us would be overwhelmed by the plethora of blinking buttons and sophisticated instruments in front of us.

"To a lesser extent, it can be a bit like that for senior drivers when they first get behind the wheel of a luxury vehicle, equipped with backup cameras and alarms, proximity sensors, automatic parking and the like," said Paul Hagler, professor of speech pathology and audiology in the Faculty of Rehabilitation Medicine.

Hagler is teaming up with occupational therapy professors Jan Polgar and Lynn Shaw at the University of Western Ontario to work on a tool specifically for older drivers.

"With more senior drivers and more sophisticated technologies available, it becomes important to find a match between what is available and what a particular driver wants and can handle," he said. "Not all of the new safety-oriented technologies for drivers actually makes driving safer for the older population."

Seniors are the fastest growing segment of the Canadian driving population and driving is essential for their independence, says Hagler, whose team is questioning 300 senior volunteers in Alberta and Ontario as part of his research.

The questionnaire focuses primarily on GPS and automated cruise control use, and will provide answers as to whether the technology is distracting and what can be done to make it more user-friendly. The information collected will then be indirectly passed on to the automobile industry, primarily at conferences, to inform car companies about what technologies or modifications they should make to help senior drivers.

The tool will also help older drivers make better choices in automobiles and safety features.

"Often, by the time a driver realizes there are issues that make driving the car difficult or complex, they have already completed their purchase," says Shaw. "Our goal is to provide them with a tool that will help them plan and make the right choices."

Shawn Drefs, research co-ordinator of the project, says that other than technology-use issues, seniors are very safe drivers. "They self regulate," he explains. "They often won't drive at night. They often won't drive in poor conditions. They often won't drive routes they're not familiar with and often avoid rush hour. So they're actually the best segment of the population at self regulating."

The research team launched their project through AUTO21, a vehicle-related research initiative established by the Canadian Networks of Centres of Excellence program. ■

“Not all of the new safety-oriented technologies for drivers actually makes driving safer for the older population.”

Paul Hagler

Education students go on Aboriginal pilgrimage to Ribstones

Dawn Ford



Elder Louis Raine

Strong winds and cold greeted Dwayne Donald and his students as they climbed the top of the hill at Ribstones, an Aboriginal heritage site located outside of Viking, Alberta.

The students went to Ribstones as part of a course designed and led this spring by education professor Dwayne Donald. Intended to help pre-service teachers understand and interpret the significance of Aboriginal perspectives, the course is one of

a host of experiences being offered to students at the University of Alberta's Faculty of Education.

"One of the unifying messages of this course is that Aboriginal curriculum perspectives provide a unique opportunity for teachers to rethink and reframe their approaches to teaching and curriculum," says Donald.

According to the teacher and researcher, shifting public-policy priorities in Canada are calling for deepened awareness of including Aboriginal viewpoints into the classroom. Although the intentions are no doubt good, Donald is concerned that some recent school board activities are aimed at fast-tracking this movement.

"Some Elders I know talk about all of the things that have happened to them since Treaty 6 and 7 as our 'dark ages.' This era is still very recent and Aboriginal people are still recovering," says Donald. "The idea of repatriation is really strong; language and ceremony are being repatriated. We need to be very aware for this, and we need time for this."

As Donald's students climbed the hill leading up to the Ribstones, they were greeted by Elder Louis Raine and his family from the Louis Bull Tribe. Raine told them that Aboriginal people have visited Ribstones for

“One of the unifying messages of this course is that Aboriginal curriculum perspectives provide a unique opportunity for teachers to rethink and reframe their approaches to teaching and curriculum.”

Dwayne Donald

hundreds of years to make offerings to Old Man Buffalo, whose spirit is said to reside in the two remaining ribstones on the hill. He explains that the marks on the stones are from an era when the buffalo were plentiful.

"There were three ribstones at one time, the bull, the cow and the calf, but now there are only two," says Raine, who explained that newcomers still visit the site, yet many do not understand the significance of the stones. As a result, the site has been vandalized several times over the years.

According to Donald, the rocks represent what is left of a large interconnected network of buffalo stones that dotted the landscape and that archaeologists termed the Ribstone Complex.

"According to Solomon Bluehen, an Elder from the Little Pine First Nation in Saskatchewan, these Ribstones are the dwelling places of the

guardian spirits of the buffalo. They are considered life-giving and life-sustaining sites of sacred renewal," says Donald.

Karyn Robertson, who is one year away from finishing her bachelor of education in secondary music education, says the class was like nothing she had ever experienced before.

"It makes sense to talk about the balance between the mental, emotional, physical and the spiritual in an Aboriginal perspectives setting, but I never realized that we were talking about my spirit as well."

"One of the biggest things I'll keep with me from Dr. Donald and from this class is the reminder that acknowledgement of the spirit isn't just for the religious or those of Aboriginal descent, it's for everyone," she says. "Denying your students'—and your own—spirits' existence in everything you do denies who you are, and who they are." ■

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- "I had sever sciatic pain from spinal stenosis, disc bulges & spinal cyst which are not operable. In 2 months, Dr. He has liberated me from most of the pain!"—A senior staff of U of A

Piano-playing engineer wins esteemed graduate scholarship

Tarwinder Rai

Steven Oosterhof began his post-secondary education in a bit of a dilemma. He wasn't quite sure what profession interested him more—engineering or fine arts. So, when the time came to choose, he decided to combine the two.

Beginning his major in piano performance as a fine-arts student, Oosterhof transferred into the civil engineering co-op program one year later. Considered "crazy" by both his fellow musicians and engineers when he reveals his diverse background, Oosterhof says both subjects actually go hand-in-hand.

"Music needs structure to exist and creativity is essential to engineering," says Oosterhof, adding other core subjects like art, philosophy, history, language and economics are deeply ingrained in what engineers do.

Building on this educational perspective, Oosterhof, currently a second-year structural engineering PhD student, was awarded one of the most celebrated graduate awards in Canada: the Vanier Canada Graduate Scholarship of \$50,000 per year for two years.

"The prospect of integrating science and art to produce the physical structures all around us inspires me. People spend most of their natural

lives inside of buildings," he said. "My background in fine arts really shaped my journey into engineering."

Oosterhof completed his undergraduate degree in 2008 and began his graduate studies in the fall that same year. As a part of his research, Oosterhof is examining why buildings fall down. More specifically, his research looks at what mechanisms are responsible for the collapse of high-rise steel structures, and how buildings can be designed to perform better under extreme loads.

For Oosterhof's research program supervisor, Robert Driver, his student is one of the most proactive and meticulous graduate students he knows.

"He has the ability to develop a clear global vision, while at the same time attending to all the finer details," says Driver. "Seldom is someone so successful in a technical field, while also being accomplished in the fine arts. Having a well-rounded personality and skill-set is a quality valued in a Vanier scholar." ■



Steven Oosterhof's research is focused on determining the factors in why buildings collapse.

“The prospect of integrating science and art to produce the physical structures all around us inspires me.”

Steven Oosterhof

Students share their energy with rural communities

Bev Betkowski

For a history major like Shay Barker, it was an unusual move to take on a summer job of figuring out how to keep teenagers happy in a small town.

But the University of Alberta student is using her classroom skills to their fullest as she works with officials in Wainwright to help find ways to reach out to the community's youth.

The job stemmed from a new internship program aimed at putting U of A students, their energy and their skills to work in rural Alberta.

"This hasn't been an easy job," Barker admitted. "But I'm meeting people, interviewing them and getting a first-person taste of research and enjoying it. I'll take that back to university next year and be able to use it for class assignments."

At the same time, she hopes to use her interest in local history in her work, to bring different generations together through shared community pride. "When you have a disconnected community you are not going to have that pride," she says.

Barker is one of three students from Augustana Campus taking part in the pilot project, known as the Rural Capacity Paid Intern Program.

Supported by the U of A's Alberta Centre for Sustainable Rural Communities and Alberta Agriculture and Rural Development, the program places students in rural communities that need a helping hand in building sustainability. That assistance could range from designing a tourism package for a local hotel to researching alternate sources of water for a community—both are jobs being done by this year's interns.

The idea is to bring "student power" to rural communities, which often struggle to find the resources to conduct research and prioritize their issues, get citizens involved and make decisions that could help the community's survival, said Lars Hallstrom, director of the Augustana-based Alberta Centre for Sustainable Rural Communities.

"Students are motivated, interested and educated, and they have the skills that are analytical, technical and communicative. And they are underutilized, which is why this rural program was created," Hallstrom said.

While they can't solve all of the problems faced by small-town Alberta, the students lend their brainpower and skills to developing plans of action for their assigned communities, he added. To do this, they get the

support of faculty members and other university resources like libraries.

Paul Gauthier is putting his new degree in politics and economics to good use in the village of Heisler, where he is working with the council to address their most pressing issues: increasing the tax base and spurring development of lots that have been purchased but are lying empty.

He's finding his job "a huge load" at times, but also interesting and ultimately rewarding.

"I feel by the end of the summer that I will at least have brought some new ideas to the table, and I want to go home at the end of the day and say I made that place a better place to live."

Happily, the internship dovetails with his future plans to work in rural development, perhaps overseas. "This job gives me practical knowledge and has opened my eyes to a lot of things." The third rural intern, Heather Holte, is heading into the world with a degree in psychology and plans to return to the U of A this fall to earn a master's in speech pathology. But for the summer, she's working in the east-central Alberta town of Hardisty, population 760.

Her duties include designing a welcome package for a new hotel, and researching new sources for water as the local lake shrinks. Despite the job's learning curve, she's familiar with rural Alberta, having grown up just down the road from Hardisty, and is eager to contribute to the health of the community.

"I grew up knowing how small communities work and I really like the feeling of community you get here." Holte plans to work in rural Alberta after she earns her master's, and meanwhile, is using her undergraduate experience to tackle the work at hand.

"We're taught to think critically, so I'm looking at factors that led to the situations the town has right now and what we might be able to do to get to a new place." ■



Shay Barker at work in Wainwright.

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EDMONTON

Laurier – Quesnell Footbridge Closure

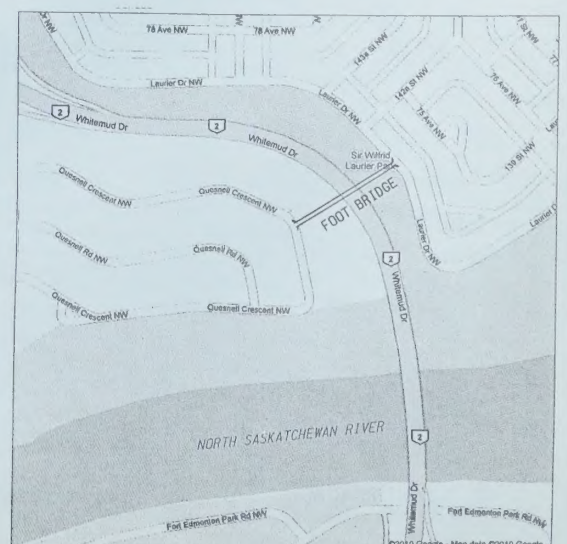
July 5th – September 30th

The City of Edmonton will be closing the Laurier-Quesnell Footbridge from July 5th to September 30th for maintenance and rehabilitation work.

During that time, a shuttle bus will be available in the mornings from 7:00 a.m. to 10:00 a.m. and in the evenings from 4:00 p.m. to 7:00 p.m. to enable pedestrians and cyclists to cross Whitemud Drive. Pickup and dropoff points will be located at each end of the footbridge.

All users are advised to use the shuttle bus or find alternative routes during this period.

For comments, questions and concerns, please call Wayne Pelz, Drainage Services, City of Edmonton at (780) 496-5535 or email at wayne.pelz@edmonton.ca



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news [shorts]

folio presents a sample of some of the research stories that recently appeared on ExpressNews, the U of A's online news source, and other campus news sources. To read more, go to www.expressnews.ualberta.ca.

Researcher funded study why cancer cells persist

A U of A researcher is one of just two Alberta-based scientists to receive a grant from the Canadian Cancer Society Research Institute.

Thomas Simmen, in the Department of Cell Biology, will receive more than \$400,000 over three years to study factors involved in the persistence of cancer cells that allow them to withstand stress, such as that caused by chemotherapy.

Simmen's team has identified a structure in the cell that is crucial in sensing stress and will study why it is abnormal in a tumour cell and promotes its survival. In the past, the main question around cancer cells is why they divide and grow uncontrollably. It was just in the past 10 years that scientists started to look at why cancer cells fail to die.

This grant money comes from a specific division of the institute that supports basic research, which, Simmen says, is an example of the importance of funding basic science.

"The more mechanisms you know that are behind cancer increase [researchers'] chances of success," said Simmen. "That's why basic research is still very important; because of the thousands of changes that take place, we need to know as much as we can."

It's hoped that Simmen's research will lead to drugs that better target the structure that senses stress in a cancer cell, or can assist in chemotherapy. Simmen, who looks specifically at melanoma, an often fatal type of skin cancer, is optimistic of a big discovery and is grateful that he received the funding.

"I [look forward] to studying what's important," said Simmen.

Former Panda wins world championship triathlon

Former University of Alberta Cross Country and Track star Paula Findlay won gold in her first World Championship Triathlon Series race on July 24 in London, England.

Running toward the finish line in a pack of four, Findlay was simply fighting to get on the podium. She surprised everyone, including herself, by crossing first.

"Running with a group of four is always hard, because there's only three spots on the podium," said the 21-year-old from Edmonton. "At that point in the race I was just hoping for a podium spot. Then I looked back and saw I had a little gap and just ran my heart out."

Findlay competed for two seasons at the U of A, running with the Pandas in the cross-country and track varsity programs, while also swimming with on the varsity swim team.

In her career she collected a Canadian Interuniversity Sport silver medal in cross-country in 2007, as well as three medals in track and field distance running. She raced to a gold medal finish in the 2009 CIS 300-metre race, and also picked up silver medals in the 1,500 m in 2009 and in the 3,000 m in 2008.

Findlay, who won her first World Cup race in April, joined the leaders halfway through the cycle stage, then burst ahead from a leading pack of four runners with about 800 metres to go to win in one hour, 51 minutes 48 seconds on the Hyde Park course that will be used in the 2012 Olympics.

ALES students take top prize at soils competition

U of A students got down and dirty in the soil pits for the Canadian Soil Judging Competition and, at the end of the day, the group came out on top.

Kelly Kneteman and Cory Kartz, graduate students in the Department of Renewable Resources, placed first and second respectively in the Canadian Soil Judging Competition held at the end of June in Saskatoon, Sask.

Students were tasked with identifying the soils in four different pits on different parts of the landscape in a site. They could only spend a certain amount of time in each pit before they had to move on.

"We had to go in there and—based on what we saw in the different layers, the training that we had during our undergraduate and some practical experience—try to identify each specific layer," said Kneteman.

Kartz said that this type of identification is even more challenging than what they would have to do in the field because they had to work without their regular tools.

"If you're doing this type of thing practically, you take something into the pit with you—a classification guide or notes or something—but we had to do it all from memory. They wouldn't let us take anything into the pit with us. So that was a little bit shocking, but it worked out well."

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CLARIDGE HOUSE. Sept. 1 to Dec. 15 /10 short term. Furnished executive spacious 1 bdrm condo, 1 full bath, in-suite laundry. One block from U of A. \$1,550/month, includes utilities. Phone and cable extra. Building amenities, pool, hot tub, and one underground parking stall. Call Janet Fraser at 780-441-6441 or email jennfra@interbaun.com. Gordon W.R. King & Assoc. Real Estate.

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THE RESIDENCE BUILDING. Great 1 bed, 1 bath, 476 sq. ft. condo in Legislature area. \$2,200/month. Walk to downtown, LRT or river valley. Great kitchen, living, dining, turnkey furnished. Parquet flooring. Fully furnished, ready to move in. In-suite laundry. Available immediately. Covered secure parking. Includes Shaw digital cable, high speed Internet, telephone (not long distance outside of North America). Long-term unfurnished at \$1,700, no utilities. Call Janet Fraser or Michael Jenner at 780-441-6441 or email jennfra@interbaun.com. Gordon W.R. King & Assoc. Real Estate.

9929 SASKATCHEWAN DRIVE. Bdrms: 2, baths: 2, area: 2,351 sq. ft., rent: \$4,000/month. Commanding view of the river valley and city centre! Executive living at its best! Many high-quality upgrades. Some hardwood floors, carpet. Finest facilities include indoor pool, party & games, exercise rooms. Executive spacious living. Balcony is enclosed. Two parking spaces underground. All utilities included. Available October 1/10, possibly earlier. Call Janet Fraser or Michael Jenner at 780-441-6441 or email jennfra@interbaun.com. Gordon W.R. King & Assoc. Real Estate.

RIVERBEND — BRANDER GARDENS 'THE HEARTHSTONE'. Short-term lease. Furnished 3 bdrm, 2 baths, 2 storey townhouse, upgraded kitchen, finished basement, single garage, superb quiet location near river valley. \$1,600/month includes all utilities. Available September 1/10 until April 30/11. Call Janet Fraser or Michael Jenner at 780-441-6441 or email jennfra@interbaun.com. Gordon W.R. King & Assoc. Real Estate.

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ping centre on lovely Ronning Street. Open plan concept, 5 large bdrms above grade, freshly painted throughout, family room with fire place, unfinished basement. \$1,800/month plus utilities. Available up to a one year lease. Call Janet Fraser or Michael Jenner at 780-441-6441 or email jennfra@interbaun.com. Gordon W.R. King & Assoc. Real Estate.

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WINDSOR PARK. 3,200 sq. ft. executive home. 10 minute walk to university and hospital. 4 large bdrms, sunroom and screen porch with spectacular river valley view. \$3,200/month, available immediately. Call 780-235-5669

OLD GLENORA. 1,300 sq. ft., 3+ bdrm bungalow. Attached garage. Prestigious traditional neighbourhood close to downtown and U of A. 1 block from river valley access. Non-smoking. No young children/pets. Unfurnished. Regular appliances. \$1,800/month. Email jsna@shaw.ca.

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780-719-6569. www.shepherdscare.org/shepherds-gardens.html

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Research presentations whet appetites for graduate studies

Bev Betkowski

The wafting scent of pizza—the stuff of life for any student—perfumed the air and provided a perfect start Aug. 10 to a first-time celebration for some of the University of Alberta's budding young researchers.

Besides filling hungry bellies, the first-ever lunch for undergraduate summer students—who were funded by the Natural Sciences and Engineering Research Council of Canada—also fed their appetites for more discovery and hopefully, for continuing graduate studies.

The event recognized the hard work of 180 third- and fourth-year students from five faculties spanning science, medicine, agriculture, physical education and engineering. Under NSERC's Undergraduate Student Research Award program, which has been running at the U of A for 20

years, they received \$4,500 each over 16 weeks, supplemented in part by existing research funds from the U of A.

The support allowed the students to work in U of A labs for the summer, get a taste of research and build their excitement for graduate studies.

His own experiences as a summer student “really stimulated my appetite for research,” Lorne Babiuk, vice-president (research) at the U of A, told his young audience. He urged them to continue their academic careers after earning their undergraduate degrees and to become “the next professors.”

“We are extremely proud of you and we hope this summer experience will add to your university experience and change your lives,” he added.

Brandon Johnston, 23, just graduated from the U of A with a degree in science and has already caught the research bug. She returns to campus this fall as a grad student and is grateful that the NSERC sum-

mer grant allowed her to finish her fourth-year project, which focused on finding faster ways to chemically analyze possible cases of arson. This summer's work allowed her to confirm her interest in conducting such research.

“If I don't go to grad school, the jobs I could get wouldn't allow me to do the kind of research I am doing. I need to feel like I am accomplishing something more than routine work.”

For fourth-year engineering student Greg Nelson, the NSERC-funded summer helped him connect the dots between his classes. “When I started doing the research, I used everything I had learned, whether I hated it or liked it.” He plans to apply to several graduate schools, including the U of A.

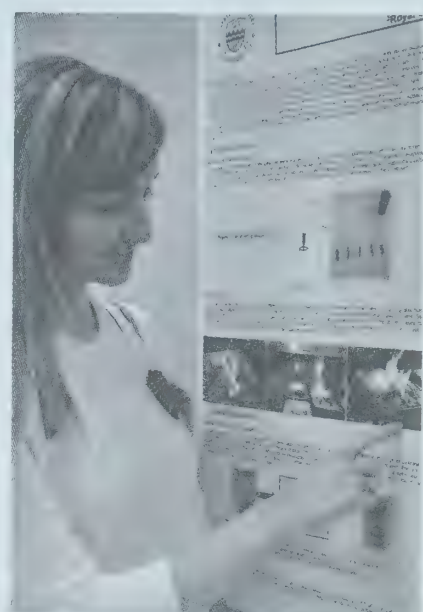
Nelson, 21, was one of six students chosen to make a powerpoint presentation at the lunch, highlighting his work in developing a coating for bio-

medical use in implants, such as artificial teeth.

Other research projects touched on everything from pork production to building better orthodontic braces.

Professor Arturo Sanchez-Azofeifa, associate dean of international/graduate studies for the Faculty of Science, urged the students to “follow their dreams” in graduate work, and to make a difference to humanity.

“Ask yourself, ‘what are you fighting for? What are you going to do for the world?’ That will give you the answer to what graduate studies you want to follow.” ■



Brandon Johnston's research focused on finding faster ways to chemically analyze possible cases of arson.

talks & events

Talks & Events listings do not accept submissions via fax, mail, e-mail or phone. Please enter events you'd like to appear in folio and on ExpressNews at: www.uofaweb.ualberta.ca/events/submit.cfm. A more comprehensive list of events is available online at www.events.ualberta.ca. Deadline: noon one week prior to publication. Entries will be edited for style and length.

Until Aug. 20

The Other Side of Gold Mountain: Glimpses of Chinese Pioneer Life on the Prairies from the Wallace B. Chung and Madeline H. Chung Collection. This exhibition of documents, photographs and artifacts provides significant insight into Chinese pioneer life on the Canadian Prairies. Noon–4:30 p.m., B7 Rutherford South Rutherford Library.

Aug. 13

For Hope and Understanding, A Benefit Concert. The Madeleine Sanam Foundation is launching For Hope and Understanding, a benefit concert in the fight against HIV/AIDS at 7 p.m. at the Convocation Hall, featuring Nomfusi and The Lucky Champs, and The Chakratic Method. For more information, go to www.tixonthesquare.ca/event/detail/2184.

Aug. 16

SSHRC Standard Research Grants Workshop. Developing a Successful SSHRC Standard Research Grant: Helpful Hints from SSHRC Adjudicators. 11 a.m.–12:30 p.m., room 1-29 Education Centre. To register, go to <http://rsoregistration.ualberta.ca/CourseDescription.do?courseid=4547>.

Aug. 17

Celebration of Research. WISEST Summer Research Program students researchers will present scientific posters illustrating their achievements as a junior member of a research team at the U of A. The posters will feature a variety of research in the fields of science, engineering and technology. 3–5 p.m. Centennial Centre for Interdisciplinary Science.

Aug. 18

Graduate Student Writing Workshop: Writing a Scholarly Abstract. Crafting an effective abstract is a challenging writing task. It requires specific elements and demands a clear writing style. Learn strategies to help you complete this task more easily and confidently. Fee: \$20. To register, contact the Academic Support Centre at 780-492-2682. 1–2:30 p.m.

Aug. 23

Lunch with Alberta Innovates – Health Solutions CEO Jacques Magnan. Jacques Magnan invites you for lunch and a discussion about any and all questions you may have about the ongoing development of Alberta Innovates – Health Solutions. Please RSVP to scarlet.mack@albertainnovates.ca by Thursday, Aug. 19 and indicate that you are attending the U of A session. Noon–1:30 p.m. 233/235 TELUS Centre.

Aug. 24–26, Sept. 1–3, 8, 9

2010 NSERC Discovery Grants Evaluation Group Roundtable. The Discovery Grants program provides research operating funds for research in the natural and engineering sciences. Roundtable discussions have been organized for each NSERC evaluation group and include an active reviewer from that evaluation group or experienced researcher in that area and will provide applicants an opportunity to ask questions and receive tips on submitting a strong application. Registrants are encouraged to register in the discussion group associated with the evaluation group identified in their Form 180: Intent to Apply and to bring a draft of their application. Please register for this session via <http://bit.ly/2010NSERCRoundtables>.

Aug. 25

2010 President's Staff Appreciation Picnic. In recognition of your contribution to the University of Alberta, the 2010 President's Staff Appreciation Picnic for support staff is being planned once again. Come and enjoy delicious food and entertainment. Register to attend and have your name entered into the door prize draw; there are more than 100 door prizes to be won. Register online by clicking on the event's website. 11:30 a.m.–1:30 p.m. in the Quad. www.president.ualberta.ca/events/vsp.cfm?cfmocache&event=1087

Forum: Alberta Initiative for Integration of Medicine & Innovative Technology. Alberta Initiative for Integration of Medicine & Innovative Technology forums link unmet clinical needs with current and evolving technologies. These forums will be highly interactive, brainstorming sessions where clinicians present a challenge to scientists and engi-

neers for an unmet clinical need that could be solved by technological innovation. 4–6 p.m. at the TELUS building. Please RSVP for this event to Shawn Drefs at sdrefs@ualberta.ca.

Aug. 26 & 27

International Forum: Quality and Relevance: Canada-China Graduate Education and Research. The forum will focus on innovation and collaboration in graduate education and will present and an exciting opportunity to further develop the connections between Chinese and Canadian institutions in this field. 8:30 a.m.–3 p.m. TELUS Centre <http://www.china.ualberta.ca>.

Aug. 27

Campus Sustainability Tour. Take a tour of North Campus to find out where and how the university is creating a sustainable campus. From students to faculty and staff to the wider community, everyone is welcome to join the free 1.5-hour walking tour. Spaces are limited. Please RSVP to secure your spot. www.sustainability.ualberta.ca

Sept. 2

Department of Cell Biology Visiting Speaker. Stephen Polyak, professor in the Department of Laboratory Medicine at the University of Washington, will give a talk entitled “How Does the Botanical Medicine Silymarin Protect the Liver During Hepatitis C Virus Infection?” 4–5 p.m. 628 Medical Sciences.

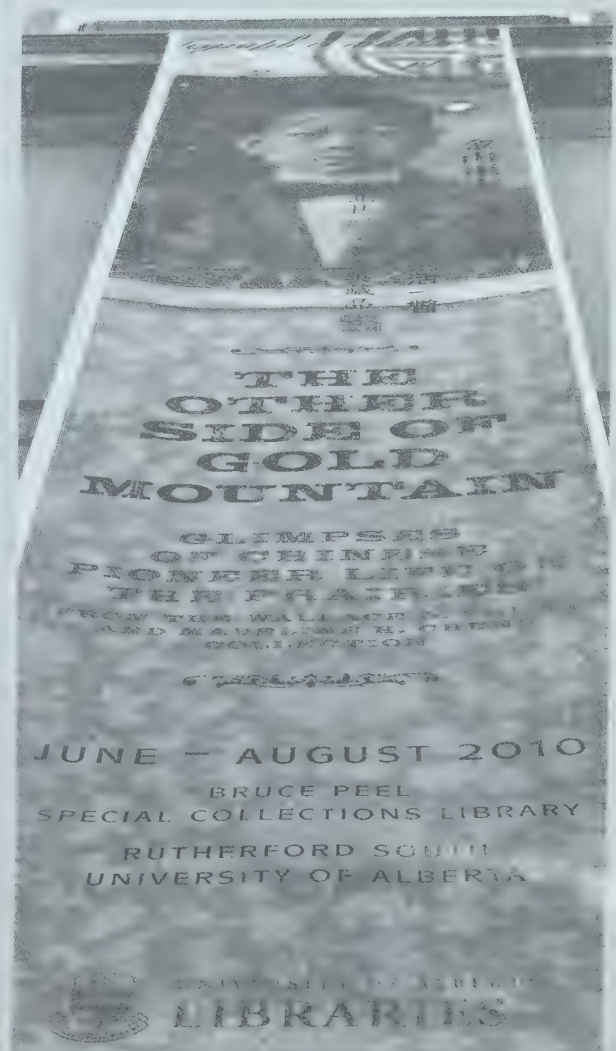
Sept. 7

Addressing Health and Health Care Inequities through Clinically-based Research. Annette Browne, School of Nursing professor at the University of British Columbia. Noon–1:30 p.m. 6-10 D University Terrace.

Sept. 9

Frontiers in Biology, Distinguished Lecture Series. “The Mechanics of Cell Shape Change during Embryonic Development,” presented by Eric Wieschaus, Department of Molecular Biology, Princeton University, New Jersey. 5–6 p.m. CCIS L1-440 Centennial Centre for Interdisciplinary Science.

The Other Side of Gold Mountain



This exhibit, which tells the story of Chinese pioneer life on the prairies through the eyes of Wallace Chung, is on display at the Bruce Peel Special Collections in the Rutherford Library until the end of August.



The University of Alberta's South Campus is the location of the Edmonton Research Station and Experimental Farms, which are home to much of the university's agricultural research in areas like food safety and crop use for food and industrial products. This includes biodegradable fuel sources and bioplastics.



DOWN ON THE FARM



UNIVERSITY OF ALBERTA FACULTY OF EXTENSION

Reach Beyond



fall 10

For almost a century, Extension has reached beyond the traditional campus to serve as a bridge between the community and the University of Alberta. Our Faculty and staff are committed to providing lifelong learning activities that encourage and promote leadership, discovery, reflection, communication and service.

Beyond the classroom, the Faculty of Extension is a downtown hub of research in the fields of university-community engagement, regional development, governance, children, youth and families, second language acquisition, public alerting, and communications and technology.

Whether you want to reach beyond your current skills on the job, or get more out of life in your leisure time, Extension can be your personal bridge to a lifetime of learning opportunities. Whether it's a seminar or short course, a Certificate Program, or even a post-graduate degree in Communications and Technology, we know you'll find the time and effort well-spent.

Most of our programs and classes do not require a degree or previous post-secondary education—just a desire to learn and to explore the possibilities of a commitment to lifelong learning.

780.492.3109 or 780.492.3116

www.extension.ualberta.ca

Management Development Certificate Programs

Organizations today count on people to excel at decision making, problem solving, motivation and strategic planning. This certificate program will help you acquire practical knowledge in functional areas such as human resources management, financial management, marketing, strategy and operations. You will gain knowledge and skills that will enhance your managerial competencies and advanced theory and concepts that will strengthen your leadership potential. You will learn from instructors who know their business—people who have faced the challenges you face to excel in their fields. This is quality classroom time packed with inside information, practical advice and excellent instruction.

There is also the opportunity for students who wish to specialize in the Management Development Certificate for Professional Engineers, Geologists and Geophysicists or the Management Development Certificate for Police Services. Please visit our web-site for complete details.

Courses are also eligible for exemption towards various professional designations such as the Certified Management Accountant (CMA), Canadian Institute of Management (CIM) and the Insurance Institute of Canada (FCIP).

Please visit our web-site at www.extension.ualberta.ca/business for the most current information and specific program details.

To find out more, drop in to our Information Session in Room 2-926 of Enterprise Square on Tuesday, August 24 between 6:00 pm and 7:00 pm.

780.492.3027

website: www.extension.ualberta.ca/business
email: busprog@ualberta.ca

Management Development Certificate Courses — Fall Term

course #		day(s)	duration	starts	cost
5566fa1	Commercial Law	R	12 eve	Sept. 16	\$545
5681fa1	Computer Skills for Managers	T	13 eve	Sept. 14	\$545
5678fa1	Directing and Managing				
	Organizational Change	T	13 eve	Sept. 14	\$545
5675fa1	Ethics for Business and the Professional	W	13 eve	Sept. 15	\$545
5596fa2	Human Resources Foundations	FSDR	Call for details	Oct. 15	\$545
5596fa1	Human Resources Foundations	R	12 eve	Sept. 16	\$545
5576fa1	Interpersonal Communications in Business	T	13 eve	Sept. 14	\$545
5577fa1	Introduction to Business Management	T	13 eve	Sept. 14	\$545
5577fa2	Introduction to Business Management	FSDR	Call for details	Sept. 10	\$545
5578fa1	Introduction to Managerial Economics	R	12 eve	Sept. 16	\$545
5579fa1	Introductory Financial Accounting	M	12 eve	Sept. 13	\$545
5579fa2	Introductory Financial Accounting	S	7 days	Sept. 11	\$545
5580fa1	Macroeconomics	W	13 eve	Sept. 15	\$545
5581fa1	Management Accounting	W	13 eve	Sept. 15	\$545
5584fa1	Marketing	T	13 eve	Sept. 14	\$545
5587fa1	Organizational Behaviour	R	12 eve	Sept. 16	\$545
5587fa2	Organizational Behaviour	FSDR	Call for details	Sept. 17	\$545
5587fa3	Organizational Behaviour	FSDR	Call for details	Oct. 22	\$545
5682fa1	Strategic Management	FSDR	Call for details	Nov. 19	\$545

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

Human Resources Management Certificate Program

Managing employees is critical to any organizations success. Learn how to plan for the needs of your organization and gain a greater understanding of issues in this field. Improve and enhance your practical skills that directly apply to the day-to-day operation of the human resources role. This program is invaluable for those working in human resources, as well as those working in or aspiring to a supervisory role.

Please visit our web-site at www.extension.ualberta.ca/business for the most current information and specific program details.

To find out more, drop in to our Information Session in Room 2-926 of Enterprise Square on Tuesday, August 24 between 6:00 pm and 7:00 pm.

Human Resources Management Certificate Courses — Fall Term

course #		day(s)	duration	starts	cost
5678fa1	Directing and Managing				
	Organizational Change	T	13 eve	Sept. 14	\$545
5675fa1	Ethics for Business and the Professional	W	13 eve	Sept. 15	\$545
5596fa2	Human Resources Foundations	FSDR	Call for details	Oct. 15	\$545
5596fa1	Human Resources Foundations	R	12 eve	Sept. 16	\$545
5576fa1	Interpersonal Communications in Business	T	13 eve	Sept. 14	\$545
5577fa1	Introduction to Business Management	T	13 eve	Sept. 14	\$545
5577fa2	Introduction to Business Management	FSDR	Call for details	Sept. 10	\$545
5578fa1	Introduction to Managerial Economics	R	12 eve	Sept. 16	\$545
5605fa1	Issues and Trends in Total Compensation	T	13 eve	Sept. 14	\$545
5599fa1	Labour Relations	W	13 eve	Sept. 15	\$545
5580fa1	Macroeconomics	W	13 eve	Sept. 15	\$545
5587fa1	Organizational Behaviour	R	12 eve	Sept. 16	\$545
5587fa2	Organizational Behaviour	FSDR	Call for details	Sept. 17	\$545
5587fa3	Organizational Behaviour	FSDR	Call for details	Oct. 22	\$545
5602fa1	Techniques of Interviewing	FSDR	Call for details	Nov. 19	\$545
5603fa1	Training and Development of the Workforce	S	7 days	Sept. 11	\$545

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

780.492.3027

website: www.extension.ualberta.ca/business
email: busprog@ualberta.ca

Information Technology Management Certificate Program



Keep pace with the rate of change in the information systems industry and learn how to anticipate future developments and trends. Based on an understanding that organizational effectiveness depends on how managers acquire, organize and use information, this program has been developed in consultation with information technology practitioners, business managers, and industry experts. It provides systems and business professionals with the latest knowledge and expertise in the area of information technology management.

Please visit our web-site at www.extension.ualberta.ca/business for the most current information and specific program details.

To find out more, drop in to our Information Session in Room 2-926 of Enterprise Square on Tuesday, August 24 between 6:00 pm and 7:00 pm.

780.492.3027
website: www.extension.ualberta.ca/business
email: busprog@ualberta.ca

Information Technology Management Certificate Courses – Fall Term

course #		day(s)	duration	starts	cost
5678fa1	Directing and Managing Organizational Change	T	13 eve	Sept. 14	\$545
5613fa1	Evolving Technologies	W	13 eve	Sept. 15	\$545
5614fa1	Information Technology Concepts	T	13 eve	Sept. 14	\$545
5576fa1	Interpersonal Communications in Business	T	13 eve	Sept. 14	\$545
5577fa1	Introduction to Business Management	T	13 eve	Sept. 14	\$545
5577fa2	Introduction to Business Management	FSDR	Call for details	Sept. 10	\$545
5617fa1	Strategic Planning for Information Technology Management	R	12 eve	Sept. 16	\$545

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

Risk and Insurance Management

Risk Management is the fast-growing discipline of management dealing with the handling of losses which can seriously affect an organization's normal operation. Courses are offered in cooperation with Risk and Insurance Management Society. The Faculty of Extension also offers courses that lead towards the FCIP (Fellow Chartered Insurance Professional offered through the Insurance Institute of Canada.

Please visit our web-site at www.extension.ualberta.ca/business for the most current information and specific program details.

To find out more, drop in to our Information Session in Room 2-926 of Enterprise Square on Tuesday, August 24 between 6:00 pm and 7:00 pm.

Risk and Insurance Management Courses – Fall Term

course #		day(s)	duration	starts	cost
5626fa1	Risk Management Process	W	13 eve	Sept. 15	\$545
5627fa1	Torts	R	12 eve	Sept. 16	\$545

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

Please visit our web-site at www.extension.ualberta.ca/business for complete a listing of program requirements

780.492.3027
website: www.extension.ualberta.ca/business
email: busprog@ualberta.ca

Purchasing Management

Offered in cooperation with the Purchasing Management Association of Canada, learn the fundamentals of procurement, transportation, logistics and operations. For further information please visit our web-site.

Please visit our web-site at www.extension.ualberta.ca/business for the most current information and specific program details.

To find out more, drop in to our Information Session in Room 2-926 of Enterprise Square on Tuesday, August 24 between 6:00 pm and 7:00 pm.

780.492.3027
website: www.extension.ualberta.ca/business
email: busprog@ualberta.ca

Purchasing and Supply Chain Management Courses – Fall Term

course #		day(s)	duration	starts	cost
5696fa1	Introduction to Accounting and Finance	SD	2 days	Nov. 27	\$545
5698fa1	Introduction to Business Planning	MT	2 days	Nov. 29	\$545
5695fa1	Introduction to Contract Law	MT	2 days	Sept. 20	\$545
5634fa1	Introduction to Logistics	SD	3 wk	Oct. 23	\$595
5697fa1	Introduction to Marketing	SD	2 days	Oct. 23	\$545
5635fa1	Introduction to Operations Management	R	12 eve	Sept. 16	\$595
5632fa1	Introduction to Procurement	SD	3 wk	Sept. 18	\$595
5633fa1	Introduction to Transportation	W	13 eve	Sept. 15	\$595

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

Please visit our web-site at www.extension.ualberta.ca/business for complete a listing of program requirements.

Professional Associations providing Additional Accreditation

Many of the courses offered in Business Certificate Programs can be used to receive recognition from many respected and valued professional associations. Professional designations in such areas as accounting, purchasing, management, risk and insurance, and human resources can be completed by taking courses through the University of Alberta. For a complete listing of partnered professional associations please call 780.492.3027 or check our website at www.extension.ualberta.ca/business.

Professional Practice Studies

As a professional, you are always looking for ways to further your career and education and bridge your current learning into future opportunities. In today's global work world, professionals at all levels are finding that continually enhancing knowledge and expertise is a powerful way to increase your competitive edge as well as contribute towards the positive enrichment of your corporation's culture and operations. The Faculty of Extension's new Professional Practice Studies allows you to specialize in areas of specific interest to enhance your skills and knowledge in a targeted subject area. Each specialization will provide approximately 50 hours of study and upon completion participants will receive recognition of their accomplishment. Students may focus on the following specializations:

- Workplace Communication*
- Financial Management*
- Workplace Coaching*
- Conflict Resolution*
- Management Bootcamp*

* For the complete listing of program requirements please visit our website at: www.extension.ualberta.ca/business.

We are committed to help you achieve your personal and professional goals.

Business Analysis Professional Citation Program

Business Analysts are in demand! Business Analysis is the set of tasks, knowledge, and techniques required to identify business needs and determine solutions for business problems. This program will be of interest to Business and Project Managers who seek solutions for process improvement and organizational changes as well as System Analysts who need to bridge the gap between business processes and technical requirements.

The program curriculum is endorsed by the International Institute of Business Analysis (IIBA). The IIBA is an international not-for-profit professional association for business analysis professionals that develops and maintains standards for the practice of business analysis and for the certification of practitioners.



Courses for Business Analysts Fall 2010

course #		day(s)	duration	starts	cost
5687fa1	Introduction to Business Analysis	MTW	3 days	Sept. 20	\$845
5687fa2	Introduction to Business Analysis	FS	2 weekends	Sept. 17	\$845
5688fa1	Understanding and Gathering Requirements	MT	2 days	Oct. 18	\$645
5688fa2	Understanding and Gathering Requirements	SD	1 weekend	Oct. 23	\$645
5689fa1	Analyzing Information, Processes and Workflow	MTW	3 days	Nov. 15	\$845
5689fa2	Analyzing Information, Processes and Workflow	FS	2 weekends	Nov. 19	\$845
5690fa1	Communication Success Factors	MT	2 days	Dec. 6	\$645

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

To find out more, drop in to our Information Session in Room 2-926 of Enterprise Square on Tuesday, August 24 between 7:30 pm and 8:30 pm.

780.492.3027

website: www.extension.ualberta.ca/business
email: busprog@ualberta.ca



Supervisory Development Citation Program



Our Supervisory Development Citation Program provides the up-to-date information and advice you need to become an effective leader in your work environment. Whether you already supervise staff or are planning to move your career in that direction, you will benefit from this practical program that focuses on the key areas of supervision.

Core Courses

- Principles of Supervision (16 hours)
- Interpersonal Communications (16 hours)
- Creating Effective Work Groups (16 hours)
- The Supervisor as a Trainer (16 hours)
- Interviewing Techniques for Supervisors (16 hours)
- Supervisory Summation (16 hours)

Elective Seminars (Choose one)

- Supervising in the Union Environment (16 hours)
- The Law and the Supervisor (16 hours)

The program schedule is flexible, offering you a choice of classes to choose from. To graduate, you will complete the six core courses and one elective. Group discounts are available for organizations enrolling more than three people at one time in any one seminar. For more information, call 780.492.5066 or 780.492.8315.

Key Supervisory/Team Skills

course #		day(s)	duration	starts	cost
5310 fa1	Principles of Supervision	2 days	MT	Sept. 20	\$395.00
5310fa2	Principles of Supervision	2 days	RF	Sept. 23	\$395.00
5311fa1	Interpersonal Communications	2 days	RF	Sept. 30	\$395.00
5312fa1	Creating Effective Work Groups	2 days	RF	Oct. 7	\$395.00
5313fa1	The Supervisor as a Trainer	2 days	RF	Oct. 14	\$395.00
5314fa1	Interviewing Techniques for Supervisors	2 days	RF	Oct. 21	\$395.00
5310fa3	Principles of Supervision	2 days	MT	Oct. 25	\$395.00
5311fa2	Interpersonal Communications	2 days	RF	Oct. 28	\$395.00
5312fa2	Creating Effective Work Groups	2 days	MT	Nov. 1	\$395.00
5313fa2	The Supervisor as a Trainer	2 days	MT	Nov. 8	\$395.00
5314fa2	Interviewing Techniques for Supervisors	2 days	MT	Nov. 15	\$395.00
5315fa1	Supervising in the Union Environment	2 days	MT	Nov. 22	\$395.00
5316fa1	The Law and the Supervisor	2 days	RF	Nov. 25	\$395.00
5317fa1	Supervisory Summation	2 days	MT	Nov. 29	\$395.00

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

Business Seminars and Short Courses

Management Seminars

course #		day(s)	duration	starts	cost
5353fa1	Basic Accounting for Nonaccountants	6 eve	M	Sept. 13	\$445.00
5419fa1	GMAT Test Preparation Course	9 Eve	R	Sept. 16	\$815.00
5369fa1	Managing Your Time	1 day	M	Sept. 27	\$345.00
5421fa1	Take This Job And...Love It!	1 day	M	Oct. 4	\$345.00
5419fa2	GMAT Test Preparation Course	4 days	S	Oct. 9	\$815.00
5418fa1	Win-Win Collaboration	2 days	RF	Oct. 14	\$425.00
5412fa1	Finding Work-Life Balance	1 day	F	Oct. 15	\$345.00
5377fa1	Successful People Management	2 days	MT	Oct. 18	\$425.00
5356fa1	Conflict Management	1 day	F	Oct. 29	\$345.00
5360fa1	Finance for Nonfinancial Managers	2 days	WR	Nov. 3	\$425.00
5410fa1	Coaching for Success	2 days	MT	Nov. 15	\$425.00
5372fa1	Mental Toughness: Training for Success	1 day	F	Nov. 19	\$395.00
5422fa1	Assertive Communications	1 day	W	Nov. 24	\$345.00
5364fa1	Influencing Difficult People	1 day	W	Dec. 1	\$345.00

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

Investments and Personal Finance

course #		day(s)	duration	starts	cost
5375fa1	Personal Investment Strategies	10 eve	T	Sept. 14	\$325.00
5390fa1	The Art and Science of Investing	10 eve	W	Sept. 15	\$325.00

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

Thinking of in-house training? We can help you by exploring possibilities for training within your organization. **Call 780.492.8315.**

Adult and Continuing Education

The Certificate in Adult & Continuing Education (CACE) Program shows you how to develop, coordinate and facilitate adult training programs using effective adult education strategies. Improve your career options while learning from respected instructors and colleagues and having the opportunity to network with other professionals in the field.

Certificate in Adult & Continuing Education (CACE)

The nationally recognized CACE program is designed to assist you develop techniques to help others learn. Learn how to integrate adult learning theory, concepts, and practices to become a more effective adult educator. You will develop skills in planning, managing, teaching and evaluating courses and programs for adult learners. Instructors, trainers, course developers, coordinators, and managers alike, benefit from the applied nature and flexibility the program offers. The program is jointly developed and delivered by a consortium involving the University of Victoria, University of Saskatchewan, University of Manitoba and the University of Alberta. We invite you to discover the lifelong benefits of continuing your professional development through the CACE program.

Please visit our website at www.extension.ualberta.ca/cace for the most current information and to register online.

Find out more about the Certificate in Adult & Continuing Education at our Information Session held on Tuesday, August 24 from 6:00 to 7:00 pm in Room 2-970, Enterprise Square, 10230 Jasper Avenue.

780.492.7237

website: www.extension.ualberta.ca/cace
email: adulted@ualberta.ca

Fall Course Schedule

course #	Fall 2010	day(s)	duration	starts	cost
5883fa1	Program Planning (Core)	D	7 weeks	Sept. 12	\$520
5824fa1	Instructional Design in Adult Education	M	4 eve	Sept. 13	\$435
5995fa1	e-Learning Toolkit	On-line	4 weeks	Sept. 13	\$370
5801fa1	Foundations of Adult Education (Core)	T	13 weeks	Sept. 14	\$520
5990fa1	Facilitating Adult Learning (Core) @ NAIT	T	13 weeks	Sept. 14	\$520
5678fa1	Directing & Managing Organizational Change	T	13 weeks	Sept. 14	\$545
5584fa1	Marketing	T	13 weeks	Sept. 14	\$545
5927fa1	Train The Trainer	WRFRF	5 days	Sept. 15	\$630
5963fa1	Understanding & Working with Learning Styles	S	3 weeks	Sept. 18	\$480
5711fa1	Adult Learning & Development (Core)	WS	9 weeks	Sept. 22	\$520
5878fa1	Presentation Skills	MT	2 days	Oct. 18	\$435
57133fa1	Violence & Learning	R	1 day	Oct. 14	\$225
57135fa1	Tools and Technologies for E-Learning (new)	On-line	10 weeks	Oct. 18	\$520
5962fa1	Action Learning: The Practice of Learning in Real Time	FSS	2 weeks	Oct. 22	\$480
5994fa1	DACUM Facilitation for Curriculum and Job Analysis (Pre-requisite 5990)	WRF	3 days	Nov. 17	\$480
5979fa1	Systems Thinking	TWR	3 days	Nov. 23	\$480
5987fa1	Reflexive Practice	TWR	3 days	Dec. 7	\$480

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Courses are subject to change.

Occupational Health and Safety



Concern for the promotion of health and safety in the workplace is increasing among workers and employers across all industries. Consequently, the demand for occupational health and safety professionals is also increasing. This certificate program is designed to help practitioners from many different backgrounds develop the competencies needed to be effective in the development, implementation, and evaluation of occupational health and safety programs and systems in a wide variety of occupational settings.

The program consists of 6 core courses, 78 hours of core elective courses and 35 hours of elective enrichment seminars. The University of Alberta's Occupational Health and Safety Certificate Program is also offered at the following affiliate institutions: Keyano College (Fort McMurray), Red Deer College, and Grande Prairie College.

Classes listed below will be held in Edmonton and Calgary.

Occupational Health and Safety - Edmonton

course #	CORE COURSES	day(s)	duration	starts	cost
4620fa1	Introduction to Health and Safety Systems	M	13 eves	Sept. 13	\$545
4620fa2	Introduction to Health and Safety Systems	TWRF	4 days	Oct. 12	\$545
4621fa1	Management of Health and Safety Systems	TWRF	4 days	Dec. 7	\$545
4622fa1	Fundamentals of Occupational Hygiene	W	13 eves	Sept. 15	\$545
4622fa2	Fundamentals of Occupational Hygiene	SD	3 wknds	Oct. 23	\$545
4623fa1	Applied Occupational Hygiene	TWRF	4 days	Sept. 28	\$545
4624fa1	Health and Safety Legislation and Policy	WRF	3 days	Sept. 15	\$545
5587fa2	Organizational Behaviour	R	12 eves	Sept. 16	\$545
5587fa2	Organizational Behaviour	FSDR	Call for details	Sept. 17	\$545
5587fa3	Organizational Behaviour	FSDR	Call for details	Oct. 22	\$545
CORE ELECTIVE COURSES					
4575fa1	Fundamentals of Auditing	TWRF	4 days	Sept. 21	\$545
4631fa1	How To Be An Effective Safety Trainer	MTWR	4 days	Oct. 4	\$545
5576fa1	Interpersonal Communication in Business	T	13 eves	Sept. 14	\$545
4625fa1	Risk Management and Communications	TWRF	4 days	Nov. 30	\$545
4609fa1	Safety Hazard Recognition, Evaluation & Control	SD	2 wknds	Sept. 11	\$545
4609fa2	Safety Hazard Recognition, Evaluation & Control	TWRF	4 days	Nov. 2	\$545
5603fa1	Training and Development of the Workforce	S	7 days	Sept. 11	\$545
ELECTIVE ENRICHMENT SEMINARS					
4633fa1	Accident Causation Theory	M	1 day	Nov. 22	\$425
4603fa1	Behaviour-based Safety	SD	1 wknd	Dec. 4	\$425
4568fa1	Emergency Management	RF	2 days	Oct. 14	\$425
4578fa1	Health and Safety Committees	S	1 day	Sept. 18	\$325
4579fa1	Incident Investigation	RF	2 days	Nov. 18	\$425
4584fa1	Managing Contractor Safety Performance	RF	2 days	Oct. 21	\$425
4629fa1	Noise and Hearing Conservation	F	1 day	Sept. 17	\$325
4612fa1	Safety Culture & Perception Surveys	F	1 day	Oct. 8	\$325
LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday					

Occupational Health and Safety - Calgary

course #	CORE COURSES	day(s)	duration	starts	cost
4620fa3	Introduction to Health and Safety Systems	W	13 eves	Sept. 15	\$545
4621fa3	Management of Health and Safety Systems	M	13 eves	Sept. 13	\$545
4622fa3	Fundamentals of Occupational Hygiene	TWRF	4 days	Sept. 21	\$545
4623fa3	Applied Occupational Hygiene	TR	12 eves	Oct. 12	\$545
4624fa3	Health and Safety Legislation and Policy	MTW	3 days	Nov. 15	\$545
4640fa3	Organizational Behaviour	FSDR	Call for details	Sept. 24	\$545
CORE ELECTIVE COURSES					
4601fa3	Fundamentals of Disability Management	TWRF	4 days	Sept. 28	\$545
4576fa3	Fundamentals of Ergonomics	SD	2 wknds	Dec. 4	\$545
ELECTIVE ENRICHMENT SEMINARS					
4603fa3	Behaviour Based Study	SD	1 wknd	Oct. 2	\$425
4560fa3	Conflict and Confrontation	RF	2 days	Dec. 2	\$425
4572fa3	Fall Protection	S	1 day	Sept. 25	\$325
4574fa3	Fire Safety Program	SD	1 wknd	Oct. 16	\$425
4628fa3	Toxicology: Effects and Hazards	F	1 day	Nov. 26	\$325
LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday					

* Plus GST

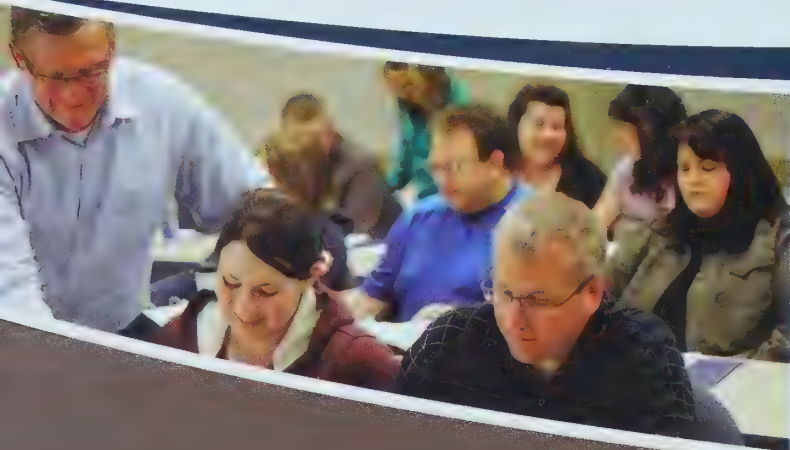
Find out more about the Occupational Health & Safety Certificate at our Information Session

Edmonton location:
Tuesday, August 24 from 6:00 pm to 7:00 pm in Room 2-922, Enterprise Square, 10230 Jasper Avenue.

Calgary location:
Tuesday, August 24 from 6:00 pm to 7:00 pm in EC, 2-065, Mount Royal College.

Occupational Health and Safety - Online

course #	CORE COURSES	day(s)	duration	starts	cost
46221fa1	Fundamentals of Occupational Hygiene			Sept. 13	\$595
46401fa1	Organizational Behaviour			Sept. 14	\$595
LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday					



Environmental Resource Management

- The Environmental Resource Management Certificate Program (ERM) is designed for:
- Individuals transitioning into the environmental field
 - Mid-level experienced professionals who want to enhance and update their skills and knowledge
 - Individuals who wish to achieve manager-level responsibilities in the field of environmental resource management
 - Individuals who wish to broaden their environmental skills
 - Individuals with experience in private organizations or public agencies dealing with natural resources or the environment.

The ERM certificate program provides training for professional development in private or public organizations. The aim is to increase familiarity and competence in understanding the dynamics of environmental resource management, the strategies and techniques of environmental planning and management, and the biological, physical, social, economic and institutional implications of resource decisions. Students also become familiar with various quantitative methods of analysis and aids to decision making. The ERM courses blend theory and practical exercises to help students develop the comprehensive set of skills and understanding the students' need to succeed. It offers a thorough background in air, water and soil processes, and environmental monitoring, biotechnology, instrumentation and experimental design.

Certified Canadian Environmental Practitioner

ERM Graduates are eligible to apply for the Canadian Certified Environmental Practitioner-in-Training designation, CEPIT, under CECAB's (The Canadian Environmental Certification Approvals Board) National Certification Program for Canadian Environmental Practitioners. The CEPIT certification is seen as a stepping stone to becoming a Canadian Certified Environmental Practitioner (CCEP). To apply for a CCEP, applicants must have a two or three year diploma or degree in addition to a minimum five years of Canadian environmental work experience.

For more information on CECAB please go to www.cecab.org

Environmental Resource Management

course #		day(s)	duration	starts	cost
4252fa1	Environmental Geology (Core)	TR/S	8 eve/1S	Sept. 9	\$565
4292fa1	Applied Computational Hydrology and Hydraulics (Elective)	RFS	3 days	Sept. 16	\$565
4299fa1	NEW Environmental and Energy Policy: Climate Change and Beyond (Elective)	RFS	3 days	Sept. 30	\$565
4250fa1	Principles of Ecosystems (Core)	T	8 eve	Oct. 19	\$565
4265fa1	Applied Vegetative Reclamation (Elective)	RFS	3 days	Oct. 28	\$565
4260fa1	Environmental Law (Core)	MTW	3 days	Nov. 8	\$565
4274fa1	Fundamental of GIS (Elective)	RFS	3 days	Nov. 18	\$565
4298fa1	NEW Understanding LEED for Building Works (Elective)	RFS	3 days	Nov. 25	\$495

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

Courses are subject to change. Please visit our website at www.extension.ualberta.ca/erm for the most current information and to register online.

Corporate Training: Contact us now to learn how we can help your organization meet its professional development and corporate training objectives.

To find out more about the Environmental Resource Management Certificate Program, plan to attend our Information Session on Tuesday, August 24 from 7:30 pm to 8:30 pm in Room 2-938, Enterprise Square, 10230 Jasper Avenue, Edmonton AB.

780.492.5532 or 780.492.3158

website: www.extension.ualberta.ca/erm
email: erm@ualberta.ca

Construction Administration

How can you enter or advance in this exciting, high-growth field? This certificate provides the fundamental areas of construction administration. Develop and expand your managerial skills in courses developed and approved by U of A and accredited by **Canadian Construction Association for Gold Seal Accreditation**.

If you desire a career change in the construction field, this program will help you gain knowledge essential to success in the field. Or, if you work in the construction industry, design, project management, manufacturing and supply, development, or real estate, and are seeking the competitive edge to further your career, this certificate will greatly increase your competency, and ability to compete and advance. This program builds your understanding of the planning, technical, financial, and legal aspects of the construction business.

To find out more about the Construction Administration program, plan to attend our Information Session on Tuesday, August 24 from 6:00 pm to 7:00 pm in Room 2-938, Enterprise Square, 10230 Jasper Avenue, Edmonton AB.

780.492.5532 or 780.492.3158

website: www.extension.ualberta.ca/cst
email: cst@ualberta.ca

Construction Administration

course #		day(s)	duration	starts	cost
4203fa1	Contract Law & Construction Documents (Core)	W	13 eve	Sept. 8	\$545
4204fa1	Fundamentals of Project Management (Core)	M/FS	2 eve/2F 2S	Sept. 17	\$545
4202fa1	Construction Planning & Scheduling (Core)	T/S	7 eve/ 3S	Sept. 21	\$545
4208fa1	Resolving Construction Disputes (Elective)	F	1 day	Sept. 24	\$395
4217fa1	Project Delivery (Elective)	RF	2 days	Oct. 21	\$475
4206fa1	Learnings from Detailed Operational Audits of Capital Projects (Elective)	FS	2 days	Nov. 5	\$475
4216fa1	Fundamentals of Blueprint Reading (Elective)	RF	2 days	Nov. 18	\$475
4237fa1	Site Cost Control (Elective) NEW	S	3 days	Nov. 20	\$495
4298fa1	4298 Understanding LEED for Building Works (Elective) NEW	RFS	3 days	Nov. 25	\$495

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

Courses are subject to change. Please visit our website at www.extension.ualberta.ca/cst for the most current information and to register online.

Construction Project Management Workshops: scheduled regular courses and corporate training, please check on our web site for more details

Corporate Training: Contact us now to learn how we can help your organization meet its professional development and corporate training objectives

Fine Arts

"To be an artist is to believe in life." – Henry S. Moore

Art expresses who we are, where we are going, where we have been, and what we might be. It compels us to engage our minds, think in new ways, and to use our most precious gift, our imagination.

Develop your imagination and creative expression with a solid grounding in the fundamentals of art through our Fine Arts courses. Offering studio instruction with professional artists, critique and practice, these courses help you build a portfolio reflective of your artistic vision and mastery.

Courses in Fine Arts can be taken towards a Fine Arts Certificate, as outlined below, and can also be taken for general interest.

For a complete brochure on our courses contact our office at 780.492.3093 or visit our website at www.extension.ualberta.ca/liberalstudies

Fall Term							
course #	CORE CERTIFICATE COURSES		day(s)	duration	starts	cost	
3005fa1	Drawing I**		T	10 eve	Sept. 14	\$385*	
3005fa2	Drawing I**		W	10 eve	Sept. 15	\$385*	
3005fa3	Drawing I**		T	10 aftn	Sept. 14	\$385*	
3003fa1	Visual Art & Design I		R	10 eve	Sept. 16	\$385*	
3006fa1	Drawing II		M	10 eve	Sept. 13	\$385*	
3002fa1	Art History		W	10 eve	Sept. 15	\$385	
3010fa1	Painting I		D	10 morn	Sept. 19	\$385*	
3525fa1	Watercolour I		W	10 eve	Sept. 29	\$385*	
3007fa1	Life Drawing		F	10 eve	Sept. 17	\$385*	
3260	Project Course					\$385*	
ELECTIVE CERTIFICATE COURSES							
3014fa1	Portrait Drawing		R	10 eve	Sept. 16	\$385*	
3531fa1	Developing a Sketchbook: Visual Thinking		W	10 eve	Sept. 15	\$385*	
3529fa1	Figure Painting		M	10 eve	Sept. 13	\$385*	
3596fa1	Heavy Texture (Impasto) Painting		T	10 eve	Sept. 14	\$385*	
3521fa1	Soft Pastel Drawing I***		M	10 eve	Sept. 13	\$395*	
3532fa1	Abstract Painting		R	5 eve	Sept. 16	\$195*	
LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday

Note: Most morning classes are held from 10 am–1 pm, most afternoon classes are held from 1–4 pm and most evening classes are held from 6:30–9:30 pm.

* Some Fine Arts courses require additional art supplies or materials.
** Drawing is one of the cornerstones of art training and is recommended to students with no previous art experience.
*** Smaller class size guaranteed

Working from the Landscape: Fine Arts Summer Retreat at The Banff Centre

3520su1 Aug. 21 - 29, 2010
30 hours of elective credit towards the Fine Arts Certificate.
Visit us online at www.fineartsinbanff.ca

Take your art in exciting new directions at one of Canada's leading art institutes: The Banff Centre. Draw inspiration from the breathtaking Rocky Mountains while exploring new approaches to landscape painting. Artist, writer, and curator Jeffrey Spalding will be your mentor for the week. Spalding has served as Director for major art museums and is currently President of the Royal Canadian Academy of Arts.

Cost: \$1800 including GST
(includes: registration, meals, studio, access to The Banff Centre amenities, and double-occupancy accommodation; for single-occupancy add \$200)

Fine Arts Certificate Courses

Our certificate program offers three streams to choose from – drawing, painting, and watercolour. Each stream is comprised of 8 core courses (240 hrs) plus 60 hours of elective courses and workshops. Fine Arts Certificate Program students are required to be 17 or older and hold a high school diploma or equivalent. Students must complete a program application form and provide a non-refundable application fee of \$75. Call 780.492.3034 to request a form.

You **do not** need to be a certificate student to register in Extension Fine Arts courses.

Looking for More Information?

Find out more about our Fine Arts Certificate at our Information Session on Tuesday, August 24 from 6–7 pm in Room 2-958, Enterprise Square, 10230 Jasper Avenue.

780.492.3034

website: www.extension.ualberta.ca/liberalstudies
email: liberalstudies@ualberta.ca

Scholarships Available

The Fine Arts program has a number of scholarships available for certificate students upon application and recommendation of instructors.

ArtsMASH

Thursday, December 9, 6:30–9:30 pm
Guest Lecture: 7:30 pm

Fine Arts Studios, Enterprise Square, 10230 Jasper Avenue.

Everyone is invited to attend our open house featuring the works of Extension's Fine Arts and Residential Interiors students and to experience various cultural demonstrations. Visit our website for forthcoming details www.extension.ualberta.ca/liberalstudies



Residential Interiors



“A home cannot be truly beautiful unless it functions in harmony with who we are.” ~ Clodagh

Do you have a passion for interior design? Do you notice special details: the way light falls through a window, how a doorway frames a view, why a certain shade or texture doesn't fit the feel of a room? Decorating a home is a form of creative expression, as are the visual arts of drawing and painting. If you like to make your living environment reflect who you are, if you have always had a flair for making a house a home, if friends ask for your advice or help when they contemplate a renovation, consider pursuing studies in residential interiors that can lead to a professional certificate.

Residential Interiors Certificate*

Requirement to complete: 351 credit hours (6 core and 3 elective courses)

This certificate, unique in Western Canada, is recognized as an excellent university-level program incorporating the principles of fine arts, architecture, and business. Offering a balanced combination of theory, practice through applied exercises, and industry-specific instruction, this program will enhance your current practice or help you pursue a new career in residential interior decorating.

*While auditing for general interest is permitted, preference for admission will be granted to students enrolled in the Residential Interiors Certificate Program.

Please visit our website for course prerequisites: www.extension.ualberta.ca/liberalstudies

Residential Interiors Information Night

The Residential Interiors Information Night is your opportunity to learn more about the program, instructors, and courses. Please join us on Tuesday, August 24, from 7:30 to 8:30 pm in Room 2-922, Enterprise Square, 10230 Jasper Avenue. Ph. 780.492.3093

780.492.3093

website: www.extension.ualberta.ca/liberalstudies

email: liberalstudies@ualberta.ca

Residential Interiors

course #		day(s)	duration	starts	cost
CORE COURSES					
4676fa1	Introduction to Residential Interiors	W	13 eve	Sept. 15	\$535*
4676fa2	Introduction to Residential Interiors	W	13 morn	Sept. 15	\$535*
4677fa1	Basic Drawing, Drafting and Presentation	T	13 eve	Sept. 14	\$535*
4678fa1	Colour Theory and Application	W	13 morn	Sept. 15	\$535*
4679fa1	Space Planning	T	13 eve	Sept. 14	\$535*
4680fa1	Products and Finishes	T	13 morn	Sept. 14	\$535*
4681fa1	Business Practice	R	13 eve	Sept. 16	\$535*
ELECTIVES					
3510fa1	Computer-Assisted Design	R	13 eve	Sept. 16	\$535*
4682fa1	History of Residential Furnishings	T	13 eve	Sept. 14	\$535*
4683fa1	Building Construction	M	13 eve	Sept. 13	\$535*
3588fa1	Green Design	M	13 eve	Sept. 13	\$535*

LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday
*	Plus text and/or supplies						

Note: Most morning classes are held from 10 am–1 pm, most afternoon classes are held from 1–4 pm and most evening classes are held from 6:30–9:30 pm.

Additional electives will be offered in our winter and spring semesters.

Music, Arts and Humanities

“Culture is the widening of the mind and of the spirit.” – Jawaharlal Nehru

Explore the arts and humanities to develop both your critical and creative faculties, and to reach a greater understanding of the world around you.

Course Schedule

course #		day(s)	duration	starts	cost
3807fa1	NEW The Future of Religion	M	6 eve	Oct. 18	\$175*
3808fa1	NEW Titanic: Ship of Dreams	R	6 eve	Oct. 14	\$175*
3568fa1	Would the Real Jesus Please Stand Up?	W	6 eve	Sept. 8	\$175*
3602fa1	Finding Your Way in the Second Half of Life: Age 35+	T	6 eve	Sept. 7	\$175*
3809fa1	NEW Living What Matters Most	T	6 eve	Oct. 19	\$175*
	Ballet 101: A Closer Look at the Creative Process	W	1 eve	Nov. 3	no charge**

LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday
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* Plus GST
** Community Programming: Offered in collaboration with Alberta Ballet. All are welcome to attend at no charge. Space is limited, so please register early by phoning 780.702.1225.

Note: Most evening classes are held from 6–8:30 pm.

780.492.3093

website: www.extension.ualberta.ca/liberalstudies

email: liberalstudies@ualberta.ca

New: Dine & Discover

Join us this fall in Enterprise Square as we examine today's hot topics over dinner and a glass of wine. Each evening will feature two guest speakers presenting different perspectives of a contemporary issue followed by a question period and discussion.

Visit our Website for forthcoming details:
www.extension.ualberta.ca/liberalstudies

Writing and Editing

"For me, writing is exploration; and most of the time, I'm surprised where the journey takes me." ~ Jack Dann

To get ahead, either in your working career, or studies—whatever your discipline, improved writing abilities can help. Clear communication is essential – wherever life takes you. Let us help you develop your writing skills.

Explore the clear expression of ideas, create interesting characters that amuse, write meaningful poetry, or move from pen to print or the Internet. Guided by professional writers, many of whom have won prestigious awards, our writing courses will help you transform your thoughts into effective and inspired writing.

Academic, Professional and Personal Development courses in:

Writing Essentials

course #		day(s)	duration	starts	cost
3796fa1	Introduction to the Process of Writing			TBA	
3797fa1	Grammar for Elegant Writing	T	8 eve	Oct. 5	\$285*
3112fa1	Writing Skills: Improving Style and Clarity	W	8 eve	Oct. 6	\$285*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

Editing

course #		day(s)	duration	starts	cost
3133fa1	A Practical Guide to Proofreading	S	2 days	Sept. 18	\$225*
3147fa1	Introduction to the Craft of Editing	M	5 eve	Oct. 18	\$255*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

Professional Writing

course #		day(s)	duration	starts	cost
3793fa1	Writing in the Workplace	RF	2 days	Oct. 14	\$395*
3986fa1	Blogging for Business (and Non-Profits)	S	1 day	TBA	\$185*
3405fa1	Technical Writing: Procedures and Manuals	T	4 eve	Sept. 28	\$285*
3977fa1	Writing for Magazines	W	8 eve	Oct. 13	\$285*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

Creative Writing

course #			duration	starts	cost
3181fa1	Writing the Novel	F/S	3 eve/3 days	Sept. 24	\$295*
3113fa1	Introduction to Creative Writing	T	8 eve	Oct. 5	\$285*
3790fa1	Freedom of Speech: Writing Great Dialogue for Page and Stage	W	6 eve	Oct. 27	\$285*
3780fa1	Elements of Creative Nonfiction	RF/S	2 eve/1 day	Nov. 18	\$245*
3782fa1	Life Into Fiction	F/SD	1 eve/2 days	Nov. 26	\$245*
3144wi1	Write That Book and Get it Published!	S	1 day	Jan. 29	\$155*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

On-Line Creative Writing Course

	duration	starts	cost
3795fa1 Introduction to New Media Narratives (On-line delivery)**	8 weeks	Oct. 18	\$285 * **

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

** This course will be offered online through a Web-based conferencing system. You must have an email account and Internet access to enroll; Netscape Communicator 7.1 or Internet Explorer 5.X (or higher); and 28.8 kbps modem (or higher).

Women's Writing

	duration	starts
18 th Annual Women's Words: Summer Writing Week www.womenswords.ca	1 week	June 3-12, 2011

Online Graduate Course – Winter 2011

New Media Narratives: Writing and Publishing in a Developing Field (COMM 597)

Offered by the Masters in Communications and Technology, Faculty of Extension, U of A

For details phone 780.492.1501; email: eileen.crookes@ualberta.ca

www.mact.ca

780.492.3093

website: www.extension.ualberta.ca/liberalstudies

email: liberalstudies@ualberta.ca

Creative Studies

"We have got to abandon that sense of amazement in the face of creativity, as if it were a miracle if anybody created anything."

~ Abraham Maslow

NEW: Summer Creative Intensives

This summer, dedicate five days to personal growth, creativity, and skill development. For the first time, Liberal Studies is offering Summer Creative Intensives – an opportunity to indulge your passions, explore your creative side, and discover new approaches to expand your artistic horizon. Workshops include discussions, interactive instructions, and hands-on activities. For complete course descriptions, please visit www.extension.ualberta.ca/liberalstudies

Summer Course Schedule

course #		day(s)	duration	starts	cost
3804su1	Beyond the Box – Creative Facilitation	M - F	5 days	July 5	\$645*
3805su1	Making Room – Design & Decoration	M - F	5 days	July 12	\$645*
3806su1	Heart, Soul & Mind – Visual Art & Well-being	M - F	5 days	July 19	\$645*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* plus GST

Note: Day classes are held 9 am to 4:30 pm.

780.492.3093

website: www.extension.ualberta.ca/liberalstudies

email: liberalstudies@ualberta.ca

Languages

"If we spoke a different language, we would perceive a somewhat different world." ~ Ludwig Wittgenstein

Access an expanding global market, visit foreign countries, and connect with more people—all through developing skills in a second language.

Learning a language is more than making unusual sounds and learning a new alphabet. It's about communicating and understanding. It is a cultural experience. As you develop your vocabulary and perfect your pronunciation of a new language, you will find delight in the cadence, idioms and forms of expression. And through the words and sentences that you learn, you will gain insight into how others around the globe view their world. Whether your career would benefit from a new language, you are fascinated by other countries and cultures, or you have a yen for travel, our language classes open up a world of possibilities.

Chinese (Mandarin)

course #		day(s)	duration	starts	cost
3155fa1	Chinese (Mandarin) I	M	12 eve	Sept. 13	\$345*
LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday					
* Plus GST					

French

course #		day(s)	duration	starts	cost
3371su1	French I Intensive	M-R	8 eve	July 5	\$285
3114fa1	French I	M	12 eve	Sept. 13	\$345
3114fa2	French I	W	12 eve	Sept. 15	\$345
3109fa1	French II	M	12 eve	Sept. 13	\$345
3139fa1	French III	W	12 eve	Sept. 15	\$345
LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday					

German

course #		day(s)	duration	starts	cost
3397fa1	German I	T	12 eve	Sept. 14	\$345*
3398fa1	German II	R	12 eve	Sept. 16	\$345*
3399fa1	German VI	W	12 eve	Sept. 15	\$385*
LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday					
* Plus GST					

Italian

course #		day(s)	duration	starts	cost
3116fa1	Italian I	M	12 eve	Sept. 13	\$345*
3117fa1	Italian II	W	12 eve	Sept. 15	\$345*
LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday					
* Plus GST					

Japanese

course #		day(s)	duration	starts	cost
3138fa1	Japanese I	W	12 eve	Sept. 15	\$345*
3418fa1	Japanese IV	R	12 eve	Sept. 16	\$345*
LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday					
* Plus GST					

Spanish

course #		day(s)	duration	starts	cost
3374su1	Spanish I Intensive	M-R	8 eve	July 5	\$285
3119fa1	Spanish Module 1	W	7 eve	Sept. 8	\$275
3119fa2	Spanish Module 1	R	7 eve	Sept. 9	\$275
3119fa3	Spanish Module 1	T	7 eve	Oct. 19	\$275
3119fa4	Spanish Module 1	TR	16 noon hrs*	Oct. 19	\$275
3125fa1	Spanish Module 2	W	7 eve	Sept. 8	\$275
3125fa2	Spanish Module 2	W	7 eve	Oct. 27	\$275
3125fa3	Spanish Module 2	R	7 eve	Oct. 28	\$275
3377fa1	Spanish Module 3	M	12 eve	Sept. 13	\$345
3132fa1	Spanish Module 4	TR	24 noon hrs*	Sept. 14	\$345
3157fa1	Spanish Module 5	T	12 eve	Sept. 14	\$345

LEGEND	M–Monday	T–Tuesday	W–Wednesday	R–Thursday	F–Friday	S–Saturday	D–Sunday
* 12:15–1:30 pm							

Spanish for Travellers (3427fa1)

10 Wed., Sept. 22 to Nov. 24, 9:30 am – noon Cost: \$275*

People traveling to Spanish countries will have more enjoyable and enlightening experiences if they are able to communicate and interact with locals. This course will provide immediate and practical tools for communication in Spanish-speaking countries.

* Plus GST

Spanish Language Certificate

Planning to travel in a Spanish-speaking country? Doing business in Latin America? Or are you simply interested in learning about a new culture and language? The courses in our Spanish Language Certificate offer the opportunity to learn the language in intimate classes formatted into short modules that let you begin at whatever level suits your skills.

Find out more about our Spanish Language Certificate at our Information Session held on Tuesday, August 24 from 6–7 pm in Room 2-976, Enterprise Square, 10230 Jasper Avenue.

780.492.3034

website: www.extension.ualberta.ca/liberalstudies
email: liberalstudies@ualberta.ca



English Language Program



Discover a whole new world by studying English at the University of Alberta. Our English Language Program provides a chance to explore interesting ideas, discover another culture and develop new communications skills that will take you around the world. We offer everything from English basics to pronunciation enhancement to university level English in day and evening classes. Small class size means you get lots of opportunity to concentrate on the skills you need and practise along with students from around the world. We also support you with highly qualified instructors and a state-of-the-art Multimedia Language Learning Centre with Internet access and interactive computer software.

Our Program

Established in 1973, the English Language Program (ELP) enjoys an international reputation for providing a high standard of instruction in English to students from around the world. This standard of excellence is maintained by specialized teaching staff who employ modern teaching approaches and materials. Students use a computerized, state-of-the-art, multi-media language centre. In addition to regular offerings, the ELP will organize short-term courses designed to meet the specific needs of groups from the local or international community.

Before enrolling, prospective students must take the ELP placement test to determine their level of English competence. To be accepted into the program, students must be literate in their first language and obtain a minimum score on the placement test.

Placement Test				
	day(s)	duration	starts	cost
Placement Test—September Session	M	1 Morn	Aug. 30	\$80
Placement Test—November Session	W	1 Morn	Oct. 27	\$80
Intensive Day Courses—September Session	M-F	34 Morn or Aftn	Sept. 2	\$1,750*
Intensive Day Courses—November Session	M-F	34 Morn or Aftn	Nov. 1	\$1,750*
English for Academic Purposes (EAP)	M-R	33 Morn or Aftn	Sept. 9	\$1,750*
~September (ESL 140 – ESL 145)				
~November (ESL 140 – ESL 145)	M-R	33 Morn or Aftn	Nov. 3	\$1,750*
~Preparing for Graduate Studies: ESL 550	MWF		Sept. 8	\$1,875*
~IBT® for University Admission	M-F	30 Morn	Sept. 13	\$1,450*
LEGEND	M–Monday	T–Tuesday	W–Wednesday	R–Thursday
	F–Friday	S–Saturday	D–Sunday	

Intensive Day Program

In the IDP, students learn the communication skills needed to function, efficiently and effectively in professional and social settings. The four skills – listening, speaking, reading, and writing – are balanced through our language instruction in a friendly and positive English-speaking environment. New students write a placement test prior to registration, then build their confidence in using English through constant feedback and encouragement from our instructors. In our classes, audio-visual materials and interactive language software are used extensively in addition to textbooks.

Day Courses				
	day(s)	duration	starts	cost
Intensive Day Program(Levels 1-8)				
ESL 100, 105, 110, 115, 120, 125, 130, 135 & Business English)				
September Session	M-F	Morn or Aftn	Sept. 2	\$1,750*
November Session	M-F	Morn or Aftn	Nov. 1	\$1,750*
LEGEND	M–Monday	T–Tuesday	W–Wednesday	R–Thursday
	F–Friday	S–Saturday	D–Sunday	

Note*: Each Intensive Day Course session lasts 7 weeks. Cost includes tuition, mandatory health insurance, health services and student services fees. ESL 140 through 145 are English for Academic Purposes (EAP) courses. These courses are meant especially for students who wish to enter academic degree programs at an English-speaking university or college.

780.492.5530 or 780.492.3036

website: www.elp.ualberta.ca
email: elpinfo@ualberta.ca

English for Academic Purposes

ESL 140 and ESL 145 are a two-part series of English for Academic Purposes (EAP) courses that help advanced ESL students improve their academic listening, speaking, reading, and writing skills. Students who successfully complete these courses will be able to synthesize information from a variety of academic sources, analyze materials, and present their ideas in accordance with first-year university standards. ESL 140 and ESL 145 are one option that students may take to meet the English Language Proficiency requirement for undergraduate admission of the University of Alberta.

English for Academic Purposes (EAP)				
(ESL 140-ESL 145)	day(s)	duration	starts	cost
September Session	M-R	Morn or Aftn	Sept. 9	\$1,750*
November Session	M-R	Morn or Aftn	Nov. 3	\$1,750*
IBT® for University Admission	M-F	Morn	Sept. 13	\$1,450*
Preparing for Graduate Studies (ESL 550)	MWF	Morn or Aftn	Sept. 8	\$1,875*
LEGEND	M–Monday	T–Tuesday	W–Wednesday	R–Thursday
	F–Friday	S–Saturday	D–Sunday	

Evening Courses

course #		day(s)	duration	starts	cost
7120fa1	English for Everyday Situations*	MW	13 eve	Sept. 13	\$300
7120fa2	English for Everyday Situations*	MW	13 eve	Nov. 3	\$300
7121fa1	Conversations in English*	MW	13 eve	Sept. 13	\$300
7121fa2	Conversations in English*	MW	13 eve	Nov. 3	\$300
7122fa1	English for Academic Environments*	MW	13 eve	Sept. 13	\$300
7122fa2	English for Academic Environments*	MW	13 eve	Nov. 3	\$300
7123fa1	Presentations for Academics & Professionals*	MW	13 eve	Sept. 13	\$300
7123fa2	Presentations for Academics & Professionals*	MW	13 eve	Nov. 3	\$300
7124fa1	Pronunciation: From Sounds to Phrases*	TR	13 eve	Sept. 14	\$300
7124fa2	Pronunciation: From Sounds to Phrases*	TR	13 eve	Nov. 4	\$300
7125fa1	Pronunciation: Phrases and Beyond*	TR	13 eve	Sept. 14	\$300
7125fa2	Pronunciation: Phrases and Beyond *	TR	13 eve	Nov. 4	\$300
7126fa1	Writing Basics	TR	13 eve	Sept. 14	\$300
7126fa2	Writing Basics	TR	13 eve	Nov. 4	\$300
7127fa1	Writing Beyond the Basics	TR	13 eve	Sept. 14	\$300
7127fa2	Writing Beyond the Basics	TR	13 eve	Nov. 4	\$300
7075fa1	Writing for Academic Purposes	TR	13 eve	Sept. 14	\$300
7075fa2	Writing for Academic Purposes	TR	13 eve	Nov. 4	\$300
7088fa1	Thesis Writing for International Students	TR	13 eve	Sept. 14	\$300
7088fa2	Thesis Writing for International Students	TR	13 eve	Nov. 4	\$300

* Admission requirement: Before enrolling, contact the ELP Office at 492-5530 or 492-3036 to make an appointment for a required oral /speech test at a fee of \$10.

Communications and Technology

"In this electric age we see ourselves being translated more and more into the form of information, moving toward the technological extension of consciousness," wrote Marshall McLuhan in 1964, in an insightful comment that has taken on new meaning in the age of the Internet. We can ask the same questions about the art and symbols of the ice age that we do about the electronic networks of today's organizations. How does a medium of communication come into being? What influences do new communications technologies have on people's everyday lives? And how do individuals and groups act to change communications practices?

The Communications and Technology Graduate Program at the University of Alberta offers a theoretical, historical and practical examination of the technology-enabled, knowledge-intensive workplace. The Master of Arts in Communications and Technology (MACT) degree is designed for students who seek to provide reflective and informed leadership in the management and use of information and communications technologies (ICTs) in their organizations and fields. These fields include education and training, information technology, public affairs, mass media, marketing, new media production, program design and development, and writing and publishing.

Students from outside of the Alberta capital region, including international students, may register in the program without changing their place of residence. The MACT is a course-based graduate program that requires the completion of 7 core courses, 3 electives, and a final applied research project. Four of the core courses must be completed during the two Spring Institutes held at the University of Alberta each May, with the remaining 3 core courses to be completed online. The core courses are scheduled to permit completion of the degree within two academic years. Students may complete approved electives offered by the University of Alberta or at another recognized university.

Admission requirements are as follows: a four-year degree from a recognized university; a GPA of at least 3.0 (or equivalent); at least three years of relevant professional experience; three application-specific letters of support; and a letter of interest that specifies the applicant's academic or professional area of interest, states how admission to the program would support the applicant's professional practice, and provisionally describes the topic for the final applied research project. Up to 25 students are admitted each year to begin their studies in May.

The application deadline for admission to begin studies in May 2011 is December 15, 2010.

The Communications and Technology Graduate Program at the University of Alberta also welcomes inquiries about graduate studies at the doctoral and postdoctoral levels. In conjunction with other University of Alberta departments that house PhD programs, we offer opportunities for individual interdisciplinary PhDs. Postdoctoral appointments are for two years and are primarily supported by one of Canada's national research funding agencies. Interdisciplinary PhD and postdoctoral fellowships related to the following professional areas are particularly encouraged: Communication Policy, Intercultural Communication, Organizational Communication, and Health Communication.

To inquire about doctoral and postdoctoral opportunities in communications and technology at the University of Alberta, contact Dr. Marco Adria, Associate Professor and Director, Graduate Program in Communications and Technology, University of Alberta, marco.adria@ualberta.ca, (780) 492-2254.

To find out more about the Master of Arts in Communications and Technology, attend our Information Session on Tuesday, August 24, from 6:00 p.m. to 7:00 p.m. in Room 2-957, Enterprise Square, 10230 Jasper Ave NW.

780.492.1538

website: www.mact.ca
email: mact@ualberta.ca



Government Studies



National Advanced Certificate in Local Authority Administration (NACLAA) | Information Access and Protection of Privacy (IAPP) | Applied Land Use Planning (ALUP)

Promoting good government through public policy and public administration continuing education.

National Advanced Certificate in Local Authority Administration (NACLAA – Level I) [Local Government Certificate Program (LGCP)] and National Advanced Certificate in Local Authority Administration (NACLAA – Level II)

The NACLAA Program integrates theory and practice to foster understanding of local government administration. Courses are delivered online and there is extensive use of discussion and debate. Upon completion of NACLAA – Level I, students can advance their studies further in NACLAA – Level II.

Each course has a secured access website including several forums for student interaction within the online eClass system. Throughout the term, you can discuss issues and network with your fellow students and the instructor(s) from across Canada. You will have the opportunity to share experiences and ideas with your classmates and build on them to enrich your own learning. For more information contact our program office.

Fall Offerings

NACLAA - Level I

The following courses are offered online in September:

- Citizen Engagement and Consultation
- Information Access and Protection of Privacy (IAPP) Foundations
- Local Government
- Local Government Accounting
- Municipal Law I
- Municipal Planning I (currently for LGCP students only)

780.492.6914 or 780.492.2870

Email: lgpnacla@ualberta.ca

Please check our website for the most update courses:
<http://www.extension.ualberta.ca/govstudies>

toll free: 1.877.686.4625 fax 780.492.0627

website: <http://www.extension.ualberta.ca/govstudies>

general email: govstudy@ualberta.ca

NACLAA - Level II

The following courses are offered online in September:

- Citizen Engagement and Consultation
- Organizational Design and Management

Information Access and Protection of Privacy (IAPP) Certificate Program

The IAPP Certificate Program courses focus on fundamental theories related to the ideas, structures, and processes that define appropriate administration of access and privacy legislation at a municipal, provincial, and federal level in Canada. The program aims to develop and enhance managerial leadership capabilities in the access and privacy field, improve administration of the legislation, and promote enlightened democratic government. Courses are delivered online and there is extensive use of discussion and debate.

Fall Offerings

The following courses are offered online in September:

- Information Access and Protection of Privacy (IAPP) Foundations
- Information Access in a Liberal Democracy
- Health Information Access and Privacy
- Privacy in a Liberal Democracy may be available.
- Delivery of courses in French Please contact the program for further information.

For more information, plan to attend our information session
Tuesday, August 24 from 7:30-8:30 pm in Room 2-957, Enterprise Square, 10230 Jasper Ave NW.

780.492.5052 or 780.492.2862

Email: iappuofa@ualberta.ca

Applied Land Use Planning (ALUP) Certificate Program

The ALUP Certificate Program seeks to demonstrate that collaboration, interdependence and teamwork are the essence of effective planning. Our students are involved in various professional roles within municipal government, from development officers, planning technicians and assistants to managers and administrators in smaller municipalities. As such our program is designed to match the complexity of a variety of municipal government planning needs; effective planning necessitates the cooperation of various agents at all levels of the community.

Fall Offerings

The following courses begin in September:

- Citizen Engagement and Consultation- online
- Contemporary Planning Issues – in person
- Environmental Review of Subdivision Applications - in person
- Fundamentals of GIS – in person
- Land Use and Subdivision design – in person
- Local Government- online
- Municipal Law I - online
- Municipal Planning I - online

780.248.1533 or 780.492.3158

Email: alup@ualberta.ca

Do more with your computer

The Technology Training Centre offers standard desktop application training ranging from Microsoft Office to the Adobe Creative Suite along with offering customized one-on-one or group training.

With every course taken the TTC offers 6 months support on all courses by phone or email. Option to retake courses within a 6 month period at no additional charge. Top quality instructors that use each of the software packages they teach and with the ability to go beyond what is covered in the outline.

Courses Offered

MS Office 2007	Database Design
Time Management	Blackberry
Adobe Creative Suite	SharePoint
Print and Web Design	Project Management
Statistical Analysis	Moodle

Computer training for staff, students, and public.
www.ttc.ualberta.ca | 780.492.1397



INFORMATION SESSIONS

FALL 2010

DATE: Tuesday, August 24, 2010
LOCATION: All sessions are held at Enterprise Square,
10230 Jasper Avenue NW, Edmonton

Find out what part-time study at
U of A Extension can do for you.
Inspired by Learning and Discovery.

6:00-7:00 pm
Adult & Continuing Education (CACE) 2-970
Business Programs 2-926
Construction Administration 2-938
Fine Arts 2-958
MA Communications & Technology 2-957
Occupational Health and Safety 2-922
Spanish Language 2-976

7:30-8:30 pm
Business Analysis Professional Citation 2-926
Environmental Resource Management 2-938
Residential Interiors 2-922
Government Studies 2-957



fall
10



OFFICE HOURS

Summer
June 1 to August 31:
Monday to Friday, 8:00 am-6:00 pm

Fall/Winter
September 1 to April 30
Monday to Thursday, 8:30 am-8:00 pm
Friday, 8:30 am-4:30 pm
Saturday, 8:30 am-noon

The Registration Office will be closed:
Canada Day – Thursday, July 1, 2010
University Closed – Friday, July 2, 2010
Heritage Day – Monday, August 2, 2010
Labour Day – Monday, September 6, 2010
Thanksgiving – Monday, October 11, 2010
Remembrance Day – Thursday, November 11, 2010
University Closed – Friday, November 12, 2010

* Closures on July 2 and November 12 due to University of Alberta budget constraint measures.

For your convenience, you may register using your VISA, MasterCard, personal or company cheque, a money order or bank draft, debit card, cash or company invoice.

When payment is by a corporate pay type (credit card, invoice, or cheque), and the corporation is a GST Exempt Entity, a letter confirming the GST Exemption number must accompany the registration.

Inspired by learning
and discovery

COURSE REGISTRATION
INFORMATION

5 Easy Ways to Register for a Course

Submit a completed Course Registration form indicating your course selection. You can register by phone using MasterCard or VISA during regular office hours. Call us at 780-492-3109 or 780-492-3116.

Online:
Visit our website at www.extension.ualberta.ca

By Phone or Fax:
Phone: 780.492.3116
Fax: 780.492.0627

By Mail or in Person:
By Mail: Registration Office, Faculty of Extension, Enterprise Square, 10230 Jasper Avenue NW, Edmonton, Alberta, T5J 4P6

In Person: Drop your registration form and fee payment off at our Registration Office, located on the main floor at Enterprise Square, 10230 Jasper Avenue.

Payment Options:

- Visa, Mastercard
- Cheque, Bank Draft or Money Order: made payable to the University of Alberta. (Please remit separate payment for each course)
- Interac/Cash: if registering in person
- Companies who wish to be invoiced must supply:
 - A Letter of Authorization on company letterhead or Purchase Order
 - Student's Name
 - Course name, number and section
 - Course cost (including GST if the course is taxable) Course cost cannot be split between invoice and another payment type.
 - Signed/approved by someone with signing authority (not the student's signature)
 - A GST reference number if the entity is tax exempt (i.e. Provincial Government)

After you have Registered

Confirmation Notice
Within 10 days you will receive confirmation of your course location, dates and times. If you haven't received confirmation within two weeks of registering, please call our information desk at 780-492-3116.

Education Credit/Tuition Tax Receipt (form T2202A)
Education and tuition tax credit receipts (form T2202A) are generated for students registered in courses that provide credit towards a citation, certificate, diploma or degree. For further information on the Income Tax Act and the tuition and education tax credit interpretation sections, please refer to our website on the topic: www.extension.ualberta.ca/taxcredit

Withdrawals and Refunds
If you choose to withdraw from a course, let us know in writing before

- the third class of a regular course term
- the commencement of a short program, seminar or workshop
- the submission date of the first assignment of a correspondence course

An administrative fee will be withheld for all withdrawals.


In some cases, the withdrawal policy may differ from the above. Check the refund/withdrawal policy on your course confirmation notice or check with the appropriate program office if you have any questions regarding a course refund.

Transfers
Should you wish to transfer from one Extension course or class section to another, a transfer fee may apply.

Course Cancellations
When course enrollments are not sufficient, Extension may cancel the course. In such a case, we will contact you as soon as possible before the course start date and refund in full any fees paid.

www.extension.ualberta.ca/register

www.extension.ualberta.ca/register



UNIVERSITY OF
ALBERTA
Faculty of Extension

REGISTRATION FORM
TEL: 780.492.3109 • 780.492.3116
FAX: 780.492.0627

FOR OFFICE USE ONLY

PROGRAM

GENERAL INTEREST
Y
N

LAST (FAMILY) NAME

FIRST

MIDDLE

BUSINESS NAME

TITLE/POSITION

APT#

ADDRESS • PREFERRED MAILING ADDRESS?

☐ YES ☐ NO

ADDRESS • PREFERRED MAILING ADDRESS?

☐ YES ☐ NO

CITY

PROVINCE/STATE

POSTAL / ZIP CODE

CITY

PROVINCE/STATE

POSTAL / ZIP CODE

TEL (HOME)

EMAIL

TEL (WORK)

FAX (WORK)

COURSE#	COURSE NAME	FEE	GST*	TOTAL

CHECK METHOD OF PAYMENT:

☐ CASH ☐ CHEQUE ☐ DEBIT ☐ INVOICE ☐ INSTANT ☐ MONEY ORDER ☐ CREDIT CARD ☐ HRDF

FOR OFFICE USE ONLY
AUTHORIZATION #:
ASSESSED BY:
PO
LOA

* Many of our courses are exempt from GST. Please include GST only if it is indicated in the fee for that course.

** GST Exempt Entities: When payment is by a corporate pay type (credit card, invoice, or cheque), and the corporation is a GST Exempt Entity, a letter confirming the GST Exemption number must accompany the registration.

SIGNATURE: _____

Male ☐ Female ☐

Birth Date: ____/____/____
yyyy / mm / dd

REGISTRATION METHOD:

☐ Tel ☐ Fax ☐ Mail ☐ Person

How did you hear about this course?
☐ Brochure ☐ Faculty Course Guide ☐ Website ☐ Email ☐ Newspaper ☐ In Class ☐ Word of Mouth ☐ Other

Are you a U of A Alumnus? ☐ Yes ☐ No

If you are paying by cheque or money order, we would appreciate separate payment for each course. Make cheques payable to University of Alberta.

EXPIRY DATE: _____

NAME ON CARD: _____
☐ Provincial Government ☐ Business ☐ Personal

Privacy Statement

The personal information requested on this form is collected under the authority of section 33 (c) of the Alberta Freedom of Information and Protection of Privacy Act for the purpose of registering students, contacting former students and tracking enrolment statistics. Questions concerning the collection, use or disposal of this information should be directed to: FOIP Officer, Faculty of Extension, Enterprise Square, 10230 Jasper Avenue NW, Edmonton, AB T6G 2T4. Phone (780) 492-5047.

campus_computing



news and information
from the world of
campus computing

visit us online at:
www.aict.ualberta.ca/newsletter

'If We Build it, They Will Come': UWS Project Nears Completion

Have you noticed that many students are never without their netbooks, smart-phones, PDAs and other digital devices? Perhaps they are logged on to eClass to complete course assignments; maybe they are checking Webmail or Bear Tracks? Perhaps they are watching YouTube, or connecting with peers on Facebook? It is clear that they have a reliance on the Internet for both educational and personal activities, and it's the wireless version of the Internet to boot.

It is fortuitous then that the three-year project to implement the University Wireless Service (UWS) on campus will be completed at the end of March 2010. This milestone endeavor, on budget at \$3.5 million, marks the first time that the entire University has been blanketed with a wireless service accessible for all students, faculty and staff via CCIDs.

The UWS service infrastructure has been collaboratively built by technicians from AICT Network Operations, the AICT Cabling Group, and electricians from

Facilities and Operations. It contains upwards of 2,700 wireless access points that support the WiFi standards IEEE 802.11a, b and g; they are installed on every floor in 52 buildings on the North Campus, 20 buildings on the South Campus, 11 buildings at Augustana Campus, at Enterprise Square, and even at the U of A's office in

downtown Calgary. By the end of March, the project will wrap-up with Campus Saint Jean, Arts and Convocation Hall, and Materials Management.

In each building with UWS, the wireless access points tie-in to wireless aggregation points or switches, which in turn

connect to the campus fibre optic backbone network.

According to AICT's Kevin Watts, Manager of Voice and Data Services, comprehensive wireless coverage has arrived on campus just in time as it coincides with the growth in the use of wireless.

"Approximately 20,000 different CCIDs have accessed the UWS service since September 2009," says Watts. "We have logged as many as 4,688 concurrent users. This is a far cry from the modest demand for wireless that we saw even just a few years ago."

Now that UWS permeates the campus, a fine-tuning stage is underway. The Network Operations group, under Team Lead Raymond Richmond, is refining the UWS implementation with Cisco's Wireless Management Interface technology, in which each access point is mapped and monitored.

The system also has self-management capabilities, so, for example, if there are

(continued on reverse)



New Version of the Online U of A Directory

AICT has implemented a simpler interface to the online U of A Directory, which is often referred to as the 'Find a Person' service. By default, this directory contains entries for all U of A faculty and staff members. It also includes information pertaining to students who have opted in to the service using the online Profile Manager (<https://webapps.srv.ualberta.ca/profile>).

The simplified Find a Person interface has a single search field in which the user can enter a first name, last name, or even a partial name. However, please note that the previous advanced interface—with multiple search fields for persons, buildings, phone numbers, etc.—is still available through a menu bar link for those users who prefer it.

Search results for both the simple and the advanced interfaces are superior to what users received in the past (see mockup below). They feature at-a-glance views of all

faculty/staff that match the search criteria, including their departments, U of A phone numbers, job titles, and campus locations. In addition, search results are now filtered into separate faculty/staff, student, and guest sections.

After 2010, the University will not be printing paper copies of the *Telecommunications Directory*, which formerly included both departmental and faculty/staff listings. This change, an ecological and fiscally responsible decision, will save over two million printed pages per year and more than \$40,000 annually. Note however that the functionality of the *Telecommunications Directory* is now available through the online U of A Directory service. Users can search for U of A employees, students and guests via the web page fields (simple or advanced); or they can open regularly updated PDF versions of the *Telecommunications Directory* from the menu bar, and then easily search both departmental listings and employee entries. But please note, while it is possible to print these PDF pages, users are encouraged not to, as this would defeat the eco-friendly goals of this online initiative.

The online U of A Directory is available on the U of A home page or at:
<http://webapps.srv.ualberta.ca/search/>

Upcoming IT Event

The U of A and the City of Edmonton are jointly hosting the Technocon 2010 conference from May 5 to 6, 2010 on the University's main campus. This technical training event will feature a mix of presentations, panel discussions, and hands-on workshops. It is free-of-charge for City and U of A IT staff, but space is limited so register soon.

The U of A's Vice-Provost (IT), Dr. Jonathan Schaeffer, says both organizations want to provide staff with relevant technical training.

"Each organization possesses knowledge that is of value to the other," says Schaeffer. "The event will provide opportunities to learn from one other, to build new relationships, and to strengthen mutually beneficial connections between the IT departments."

For more conference information, visit:
www.technocon.ca

Technocon 2010



May 5 - 6

Directory Service				
<div> <input type="text" value="Doe"/> <input type="button" value="Search Again"/> <input type="button" value="Back"/> </div>				
STAFF				
Search results for Doe Displaying 11 records				
Name	Phone	Title	Department	Location
John Doe	780-492-XXXX	Pharmacist	University Health Centre	Students' Union Bldg
Jane Doe	780-492-XXXX	Associate Professor	Physical Education & Recreation Faculty	Van Vleet Centre
John Doe	780-492-XXXX	Admin Support	Vice-President (Research)	TELUS Centre
Jane Doe	780-492-XXXX	Res Associate	Pediatrics	Dentistry/Pharmacy Centre
John Doe	780-492-XXXX	Claims Admin	Human Resource Services	University Terrace
Jane Doe	780-492-XXXX	Project Coordinator	Academic Info & Comm Technologies	General Services
John Doe	780-492-XXXX	Administrative Assistant	Facilities & Operations	General Services
Jane Doe	780-492-XXXX	Professor	Elementary Education	Education North
John Doe	780-492-XXXX	Lab Technician	Pediatrics	Dentistry/Pharmacy Centre
Jane Doe	780-492-XXXX	Administrative Assistant	Electrical & Computer Engineering	Elec & Computer Eng Rsch Facility
John Doe	780-492-XXXX	Supervisor	Dentistry	Dentistry/Pharmacy Centre
STUDENTS				
Search results for Doe Displaying 21 records				
Name	Phone	Title	Department	Location
Jane Doe		Student		
John Doe		Student		
Jane Doe		Student		

UWS Project

three access points in one large public area, users are distributed among the devices to balance the load.

"We can alter settings on the system to improve coverage," says Richmond. "But it's not always a case of too few access points in an area. Sometimes access points are too close to one another, causing interference."

Richmond says that right now the project is addressing inevitable growing pains.

"UWS is a very large deployment. Some adjustments will be necessary."

Watts and Richmond note that widespread UWS coverage has had a rippling

AICT's Kevin Watts (left) and Raymond Richmond (right).



side effect of raising the requirements for network bandwidth to and from the wider Internet.

"Wireless is the fastest growing user of bandwidth on campus," says Richmond. "There's a hunger out there waiting to be satisfied."

"Any time we turn UWS on in a section of campus," adds Watts, "you can see bandwidth usage go up accordingly."

Managing the UWS service will therefore involve monitoring of bandwidth usage, to ensure that system performance and the user experience are not degraded.

"In November 2009," explains Watts, "the Office of the Vice-Provost (IT) provided funding for an additional 200 megabits per second (mbps) of bandwidth for external Internet connections, raising the University's total to 700 mbps. Growing UWS usage was a big part of the reason for buying more bandwidth."

For more about UWS, including usage statistics, visit the website at:

www.aict.ualberta.ca/uws

Coursecasting Comes of Age



Bob Boufford, eLearning Services, Centre for Teaching and Learning

Lecture capture with a digital recorder or computer is today's version of the old cassette tape recorder in the classroom. But capturing a lecture digitally is just the first step in coursecasting.

Coursecasting is a form of podcasting that allows students to carry lectures wherever they go. Students can listen to course lectures or supplemental material on computers or players, any time or place.

But simply posting audio and video files in an online course is not real podcasting, but just a collection of recordings. Like journals and magazines, podcasts and coursecasts support subscriptions that provide for automated delivery to the students.

Coursecasting does not have to be an extensive project, involving an army of media specialists. And there are campus resources for faculty and students to help with delivery of coursecasts.

Your first step is to decide if the lecture will be an audio recording, a presentation recording, or a live video recording. Unless you have a real need to record an activity as video, we recommend that you avoid 'talking head' video recordings. Most students want to hear the audio first, followed by seeing the presentation slides.

One of the keys to a successful recording is using a good quality microphone near the person speaking. For instructors delivering in a classroom, a wired or wireless lapel microphone will minimize extraneous room noise. For recording in the office, microphones can include the better headsets used for web conferencing or podcaster-grade studio microphones.

For recording presentation slides with audio, we recommend Camtasia Studio, a popular Windows and Macintosh application available from AICT Product Sales at educational pricing. For capturing writing on whiteboards, use the smartboards and document cameras found in many of the smart classrooms on campus.

Once the lecture is recorded, there may be a need for additional editing, which is usually supported in the recording application. However, by starting with the correct microphones and a quality recording, there may be little need for editing.

The last step in coursecasting is publishing the lecture as an episode on a podcasting server. On campus, this is provided by eCast, a service managed by CTL e-Learning Services and AICT Managed Services, which is available at:

www.elearning.ualberta.ca/cast/cast_over.php

If you upload an audio or video file into eCast, and fill in a few form fields, the file is processed into a format suitable for most mobile devices and computers, complete with updated RSS feeds for student subscriptions.

Reducing IT Costs

Office of the Vice-Provost (IT)

With the current fiscal situation, it is prudent to find ways—big and small—to reduce IT expenditures. Although none of the following suggestions will save a lot of money, the cumulative effect across campus could be significant.

- **Rethink Computer Renewal** - Computers used to double in speed every two years, but this is no longer the case. There is no need to replace your computer every two or three years. Instead, move toward a five-year replacement regime.
- **Analyze Telephone Usage** - Each phone line costs \$300 per year. Lines can be active even if there is no attached phone. One department found that they had been paying telephone costs for eight people who were no longer employed. You might also examine whether all your phone lines are needed. Are multiple phones required in a single room or a room that is used infrequently?
- **Retire Fax Machines** - In many cases, fax machines are not needed. E-mailing a PDF file achieves the same result, but without the costs of a fax machine, phone line, and possible long distance charges.
- **Use Laptops** - Many users have a desktop and a laptop computer. Laptops use less power. For a bigger display, hook up the laptop to a large flat-panel monitor.
- **Adopt Virtualization** - Many computer servers are underutilized (10 to 20 percent utilization is typical). Using virtualization technologies, servers and applications running on two or more machines may be consolidated onto one, reducing hardware purchasing costs.
- **Power off Computers** - Newer computers can handle 40,000 on/off cycles. A computer that is on uses power, even in sleep mode. Powering off computers during non-working hours can save \$50 to \$100 per computer per year.
- **Print Less** - Realize significant savings by reducing dependence on printing. Follow rules-of-thumb such as: print on both sides; print in black-and-white; print multiple PowerPoint slides on a page; post documents on the web instead of printing.

If your workgroup has found other ways for reducing IT costs, e-mail us at:

vpit@ualberta.ca

Next Generation Lecture Theatres

In partnership with the Faculty of Science, AICT recently integrated advanced technologies into two large lecture theatres in the new Canadian Centre for Interdisciplinary Studies (CCIS). A 500-seat venue in CCIS L1-430, shown below, and its sibling 400-seat facility in CCIS L1-440, will cater to a range of large-enrolment courses. AICT will be building six more theatres of similar design and capabilities in CCIS Phase 2, scheduled for completion in 2011.

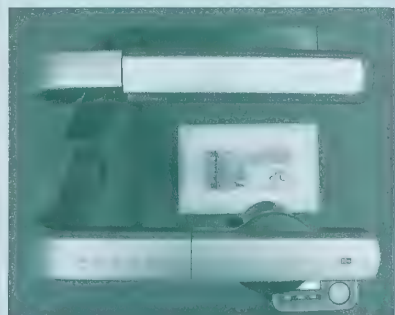
The new lecture theatres have a higher level of teaching technology integration than in older facilities. Technologies include dual high-definition projectors (1920 X 1080 resolution), two 22-foot display screens, dual document cameras, a networked and programmable lighting

system for adjusting lighting configurations and intensities, and support for the iClicker student response system. In addition, the facility has video cameras mounted throughout to provide projected views of the podium, the audience, and an experiment bench off to the side. In addition to lecture projections and experiments, these cameras can be used for IP videoconferencing (H.323) to communicate with peers throughout the world.

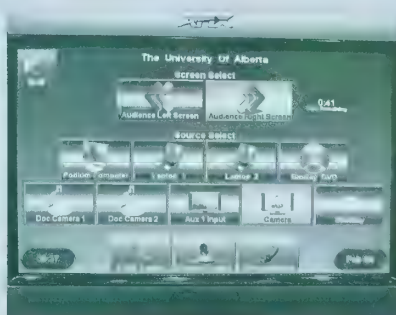
With large theatres of this size (40 by 60 feet), older teaching methods using whiteboards are not effective. For a student to clearly see text on a whiteboard from the back row, each hand-written letter would have to be gigantic! The use of the document cameras, therefore, with their 16X zooming capabilities, is essential, and to this end AICT offers hands-on training for instructors, in groups or individually, upon request.



The new 500-seat lecture theatre in CCIS L1-430.



Document camera with 16X zooming.



The instructor's touch-screen control panel.

campus_computing



Focus on Research Computing

This newsletter outlines the high-performance computing and data visualization services offered by AICT's Research Computing Support group. These services are currently used by researchers in a

range of disciplines, and we encourage others to contact us for our help and expertise. Send e-mail to research.support@ualberta.ca, or visit:

www.aict.ualberta.ca/research

High-Performance Computers and Networks



- **WestGrid** - AICT technical staff operate and support WestGrid facilities at the University of Alberta. WestGrid's infrastructure includes advanced networks, facilities for parallel processing and large shared mem-

ory applications, Access Grid videoconferencing nodes for researcher collaboration, and reserves of storage capacity for research data. The WestGrid consortium is comprised of Western Canadian universities, industry partners and funding agencies; it provides a means for sharing unique resources and technical expertise

(continued on reverse)



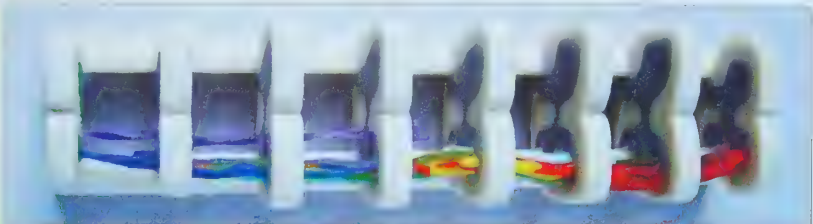
WestGrid's 1280 core SGI Altix XE320 cluster is used by campus researchers and in international projects such as ATLAS, a physics experiment at CERN's Large Hadron Collider.

3D Printer for Prototype Development

AICT's Spectrum Z510 3D printer from Z Corp produces detailed 24-bit color plaster objects from 3D-modeling file formats such as VRML and STL. The printer

can build complex models, which may have hollow sections, interlocking pieces, and even functional moving parts.

(continued on reverse)



This model of motoneurons inside a spinal cord, produced with AICT's 3D printer, is based on data from Physical Education and Recreation.

High-Performance Computing Workshop 2010

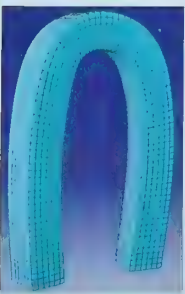
AICT is offering new users free sessions on high-performance computing facilities and techniques from May 3 to 7. Sessions include:

- Overview of Facilities; Intro to Unix/Linux; Programming in a Linux Environment; Fortran Programming
- Shell Scripting; Matlab Programming Basics
- Program Optimization; The Ruby Programming Language

Get a complete list of sessions, and registration details, at:

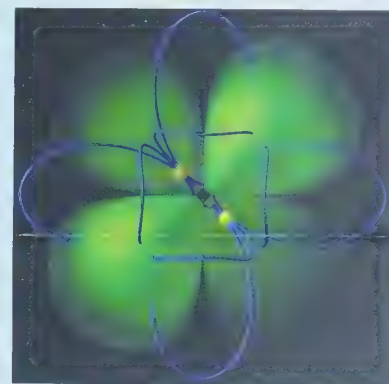
www.aict.ualberta.ca/research/courses

Producing a simple mesh is the first step in modeling a medical stent. The model is used to analyze fluid flow through an artery.



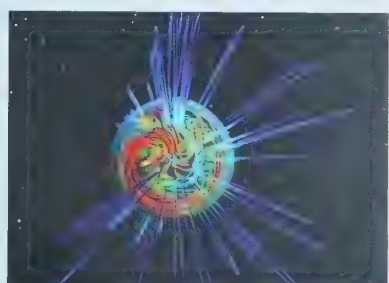
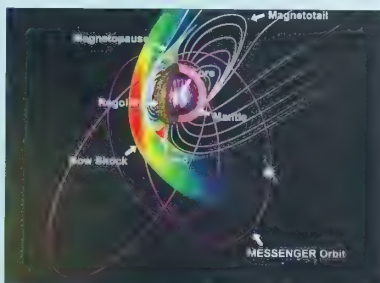
Scientific Visualization Services

Researchers use AICT's high-performance computers to process experimental data and simulate theoretical constructs. Quite often the next step is to create visual representations of research results, teasing visual insights from seemingly lifeless arrays of data. Such visual aids can then be used for researcher collaboration, for peer-reviewed publications, and in the classroom or laboratory.



AICT is working with Physics and Computing Science researchers to visualize subatomic particles, such as a hydrogen orbital (left) and an electric octupole (right).

AICT's visualization team assists researchers with 3D modeling software, 3D laser imaging, and 3D stereo simulations for high-end workstations or virtual reality environments. Research data can also be processed by our 3D printer, which produces multi-colored plaster objects from 3D modeling files. This is an ideal device for applications in industrial component design, for replicas of rare historical artefacts or delicate scientific specimens, for tangible teaching aids, etc.



Dr. Moritz Heimpel and Dr. Konstantin Kabin asked AICT to provide a visualization of the trajectory of the Messenger probe around Mercury (left). AICT also created an animation for Dr. Natalia Gomez-Perez that uses her data of Neptune's magnetic field (right).

AICT and Dr. Hani Henein from Chemical and Materials Engineering are using imaging techniques to visualize recycled metals such as this aluminum and iron alloy.

For more information about AICT's data visualization services, visit:

www.aict.ualberta.ca/research/visref



Visualization User Group

AICT hosts a visualization group for researchers and technical support personnel, to facilitate interaction between users from different areas, who may want to leverage similar techniques on very different data sets. To join the group, subscribe to the *uaviz* mailing list at:

www.mailman.srv.ualberta.ca/mailman/listinfo/uaviz

The group also operates a website at:

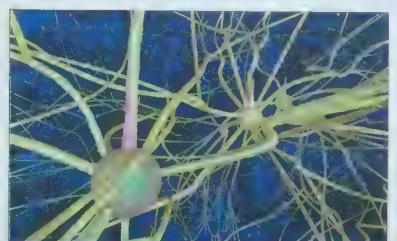
<http://sciviz.aict.ualberta.ca/uaviz>

This website includes a wiki so that members can participate in online discussions and add information to the site. Everyone can benefit from a central

repository of information about campus visualization facilities and expertise.

Create a wiki account with a computer in the *ualberta.ca* domain. Click on the Login button and follow the Register link. Once you get a password, you can login and contribute to the site.

AICT developed an animation of firing neuron clusters for Dr. Kelvin Jones of the Faculty of Physical Education and Recreation.



(continued from front)

High-Performance Computers and Networks

at the member sites in order to solve problems in science, engineering, the humanities, etc.

WestGrid resources operated by AICT include the SGI Altix XE320 cluster for distributed memory applications and IBM Power5 and SGI Origin class machines for shared memory jobs. For more information, e-mail support@westgrid.ca or visit:

www.westgrid.ca

- **General Access Linux Cluster** - This cluster system offers a powerful solution for

many computing challenges, especially fast scalar jobs and parallel jobs using shared or distributed memory techniques. Get details at:

www.aict.ualberta.ca/research/linux-clusters

- **Numerical and Statistical Servers** - Five robust SGI Altix XE250 servers are geared for both interactive and batch usage. They host a variety of popular numerical and statistical packages. More information is available at:

www.aict.ualberta.ca/research/numstatserver

User Support and Training

AICT provides assistance to researchers with code parallelization and optimization, and with data visualization. We organize an annual High-Performance Computing Workshop, and host both WestGrid and Coast-to-Coast (C2C) Seminars on our Access Grid node. Current C2C seminars, dealing with high-energy physics, are running from January through March.

(continued from front)

3D Printer for Prototype Development

The 3D printer uses four inkjet printer heads to selectively color and harden thin layers of plaster dust with a glue-like binding agent. A researcher can quickly and inexpensively transform scientific data or design concepts into tangible reality. Prototypes that once had to be painstakingly and manually milled or molded can now be 'printed' in a matter of hours, and at a fraction of the cost of older methods. The turnaround time for a modeling file submitted to the 3D printer is usually around

48 hours, and the average cost to the user is normally \$30 to \$60.

Files appropriate for the 3D printer can be created with popular commercial programs like AutoCAD or Rhino3D, or with free, open-source software such as Blender.

For more information about the 3D printing service, visit:

www.aict.ualberta.ca/research/3d-printing



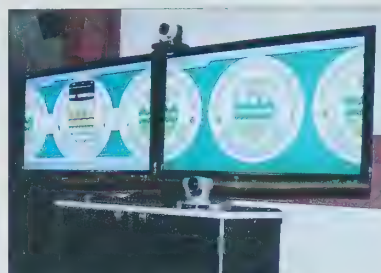
Visit the hallway on the third floor of General Services Building to see a sampling of 3D printer objects created for U of A researchers and instructors in many disciplines.

Research Animations on the Web

AICT's Research Computing Support group is adept at transforming researchers' data into compelling online animations which can be used for academic collaboration and in classroom settings. To view a sampling of these animations, visit:

www.aict.ualberta.ca/research/animations

Access Grid for Research Collaboration



LifeSize Room 200 supports high-definition videoconferencing for small groups.

At first glance, GSB 315 appears to be a regular conference room, but the facility is part of an advanced videoconferencing and collaboration infrastructure for researchers that has global reach. The room was designed as an Access Grid (AG) node, enabling collaboration with hundreds of other AG nodes in 20 countries around the world. Recently, equipment for H.323 videoconferencing was added, providing a wider range of collaboration options.

Member institutions of the WestGrid consortium build and support Access Grid facilities at their locations. High-quality audio, multiple videoconferencing cameras and large projector screens support interactive lectures and seminars for researchers. Current activities on the Access Grid include bi-weekly seminars on parallel programming and introductions to the facilities provided by the various WestGrid partners, along with sessions focusing on high-energy physics.



Projectors in the U of A Access Grid node are scheduled for an upgrade from XGA to SXGA+. This will allow for displays of over four million pixels on the 20-foot wide screen.

The U of A node contains state-of-the-art media equipment, such as high-definition video cameras, XGA projectors, and the latest video encoding and decoding equipment. The node's current projection facilities, including stereoscopic projectors, and the room lighting are set to be upgraded in the near future. In addition, a compact LifeSize videoconferencing system has been added to the facility. Using the popular H.323 and SIP standards, and also supporting high-

definition video, LifeSize allows high-quality collaboration between groups not equipped to use the full Access Grid.

To book our Access Grid node for your research event, e-mail:

access.grid@ualberta.ca

More information is available at:

www.aict.ualberta.ca/research/ag

New Distributed Matlab and gridMathematica

Matlab has always been a useful tool for numeric computation, data analysis and visualizations. It provides both an interactive interface and a programming language. The new Distributed Matlab, which is now available to researchers on AICT's numerical/statistical servers, speeds up operations by distributing computation across a number of servers.

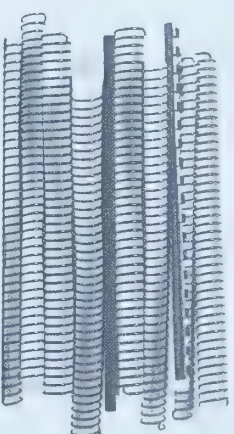
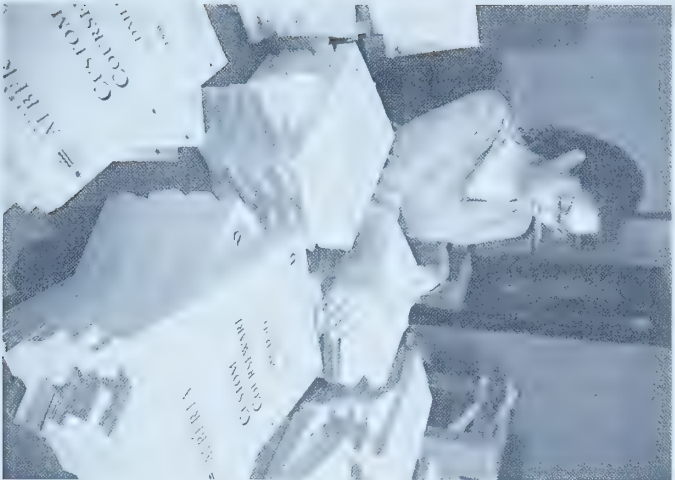
AICT is also expanding its Mathematica licensing options to include gridMathematica, to allow for more parallel processing. The standard version of Mathematica, used for math and visualization, can parallelize computations across four cores. At minimum, clients will soon be able to apply up to eight cores to a gridMathematica job; and it is likely that clients will be able to distribute jobs to more than one server and use up to 16 cores in total. More cores will enable faster jobs and make larger jobs more practical.



This object was generated with Mathematica and rendered with Blender.

What is Custom Courseware?

Custom Courseware or Coursepacks are cost-efficient, legally produced (copyright is paid) compilations of academic material that can be used as primary or supplementary course material. As a professor at the University of Alberta, you can create your own customized Coursepack through the University of Alberta Students' Union SUBprint at no cost to your faculty or department. Student copies of your Coursepack are distributed through the University of Alberta Bookstore or can be sold directly to University of Alberta departments.



For More Information

If you would like to arrange for a free Coursepack Information Session for staff in your department or if you have any questions about putting together a Coursepack please contact:

Susan Fleet, Senior Operations Manager

SUBprint, University of Alberta

PHONE: (780) 492-9113

EMAIL: susan.fleet@suualberta.ca

If you would like more general information visit our web site at www.suualberta.ca/subprint

We've Gone Green...

The Students' Union has obtained FSC certification and is now part of the Forest Stewardship Council's Chain of Custody. All Coursepacks are printed on FSC certified paper.

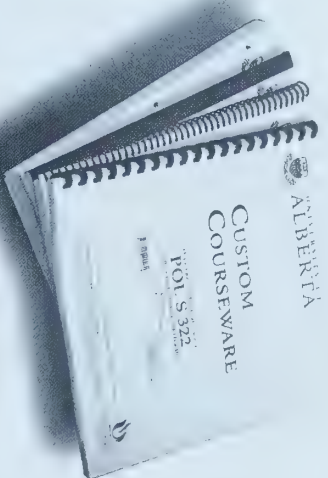


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The benefits

1 Benefits for Faculty

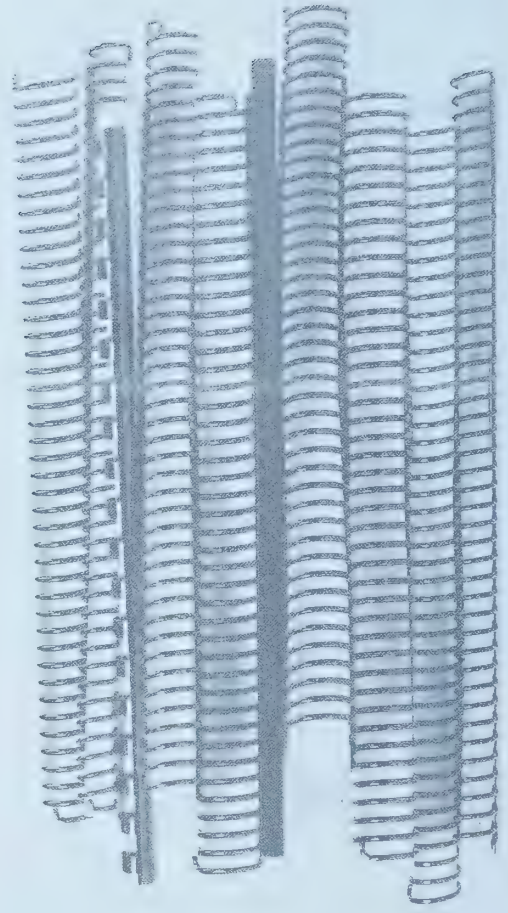
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CAREER

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Transitioning
from School
to Work

Overcoming
Interview
Nerves

Career Planning
to Career
Engagement

Lunching and
Learning: A Recipe
for Success

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18

Lunching
and
Learning
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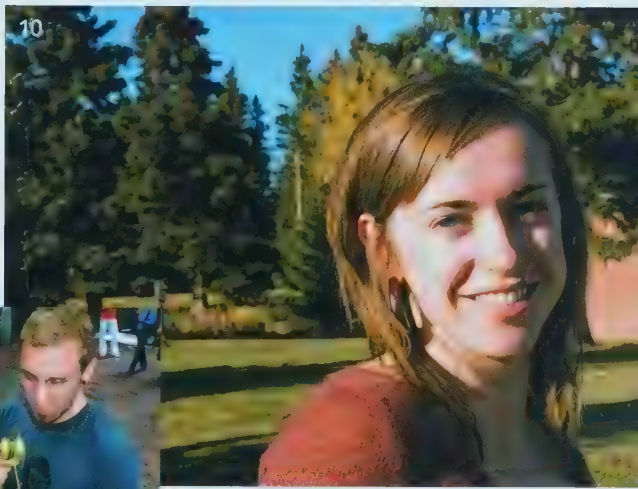
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Winter 2009 issue
Volume 1, Number 2

Career Connections, a free publication, is produced bi-annually through the efforts of CAPS: Your U of A Career Centre. CAPS is a University of Alberta student service and the source for career and employment information and expertise. We offer a number of career services and resources to assist University of Alberta students and alumni in making transitions to, and within, the world of work. We provide the essential link between those looking for work and those looking to hire. CAPS assists employers with their recruitment by helping them connect with students and alumni at the U of A.

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Letter from the director

It was just over a year ago when the Canadian economy officially went into recession. Not long after, we began to see the impact of the economic downturn on employment. By the end of last summer, unemployment rates, particularly among youth (those between the ages of 15 and 24), had risen to levels not seen since the mid-1990s. Every time Statistics Canada or some other organization released a new figure that showed unemployment rising, CAPS would inevitably receive calls from the media about how university students and graduates were faring and what we were advising them.

Perhaps surprising to some, many of our key messages to students about preparing for their future career and finding employment are generally the same irrespective of the state of the economy. These include engaging in your career by being open and prepared to act on your curiosities and on unexpected occurrences even when you can't predict the outcome; being intentional about building a network of contacts you can turn to for information and support when you are

seeking work; taking advantage of opportunities offered by your campus career centre to connect with employers; developing work search tools (e.g. resume) that effectively highlight the skills and experiences you have to offer employers; and strengthening your interview skills so you are ready to dazzle an employer whenever they call. One of the few differences between finding employment during a boom and during a bust is you may need to be more willing to compromise on the type of work you are willing to accept during the latter, although that depends on several factors such as the industry or sector you want to work in and to what degree it has been impacted by economic changes.



One of the focuses of this edition of *Career Connections*

is summer employment. In addition to a feature article full of ideas and suggestions for finding and getting the most from a summer job, we've included the perspectives of a couple of employers with a lot of experience hiring students for the summer. Their responses to the questions we posed to them should stimulate your thinking about how your summer work experience could help you develop skills and understandings that will benefit you in the future.

A second focus of this edition of *Career Connections* is preparing for your career. Traditional career development theories and practices promote goal setting and long-term planning as a strategy for developing a rewarding career. In the article 'From Career Planning to Career Engagement,' an alternative approach that better reflects the reality of most people's career experience is described. Our two graduate profiles support the notion that chance events can and often do play a more significant role in people's career paths than does careful planning.

I hope you find the information included in this edition of *Career Connections* helpful. If you have any suggestions about what you'd like to see in future editions, please don't hesitate to contact me at joan.schiebelbein@ualberta.ca.

Joan Schiebelbein



Initial Inquiry

for Advanced Degree Holders

Q

Will my age, disability, gender, sexual orientation, ethnicity, etc. hinder my employment prospects?

A

The most important point to remember is for you yourself to not view your age, disability, gender, sexual orientation, ethnicity, etc. as a barrier to employment. Why? If a potential employer receives any hint of negativity from you, they will likely look elsewhere. Whatever your situation, show your confidence, relevance and enthusiasm to potential employers.

Whether you are seeking employment in an academic or non-academic setting, the ability to bring your “whole self” to work without fear of repercussion is fundamental to your self-respect and paramount to job engagement, productivity and satisfaction. (Life Strategies Ltd., Illuminating your future, Diversity and Employee Engagement, Blog entry April 29, 2009.)

Academic and non-academic employers vary in their openness to diversity. Investigate an employer of interest by searching for policy, program and benefit information often found on the employer's website. Many employers incorporate diversity or equity statements on their job advertisements. For example,

the University of Alberta states at the bottom of academic and non-academic job postings: The University of Alberta hires on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons. As for the Government of Canada, a large employer of advanced degree holders, job postings state: The Public Service of Canada is committed to building a skilled, diverse workforce reflective of Canadian society. As a result, it promotes employment equity and encourages candidates to indicate voluntarily on their application if they are a woman, an Aboriginal person, a person with a disability or a member of a visible minority group.

Canada's Top 100 Employers, an annual competition overseen by an academic Advisory Board drawn from universities across Canada, recognizes Canada's best places to work. In addition to regional competitions, six special-interest competitions recognize the

nation's top employers for family-friendly workplaces, diversity, environmental values, recent immigrants, young people and older Canadians (<http://www.canadastop100.com>). Results are published in October of each year by *Maclean's*, *The Globe and Mail*, *Eluta.ca* as well as 22 newspapers.

To deter the potential for discrimination, divulging personal information such as age, marital status, health matters, dependants, sexual orientation, etc. is typically not recommended for non-academic interviews. However, for the academic interview, measured personal disclosure and

requesting in advance any required accommodation for campus visits is advised. Accommodation requests could range from scheduling considerations due to a back injury that prevents walking or standing for long periods of time to interspersing short breaks into the schedule to allow for breast feeding. Due to the nature of academic appointments, selection committee members usually want to have a sense of who the applicant truly is before making the long-term commitment of offering a position. The committee is looking for best fit. As a candidate, you are also looking for fit and will want to know your potential employer is receptive to your individual situation and needs. If you hide who you are, you risk a) not being hired because the committee did not get a sense of who you are or b) being hired and being miserable because of poor fit.

To give your interview preparation a boost, attend an academic interview workshop or an industry-specific Acing the Interview panel. (See *Capturing Your Butterflies: Overcoming Interview Nerves* on page 18 for more on interviews).

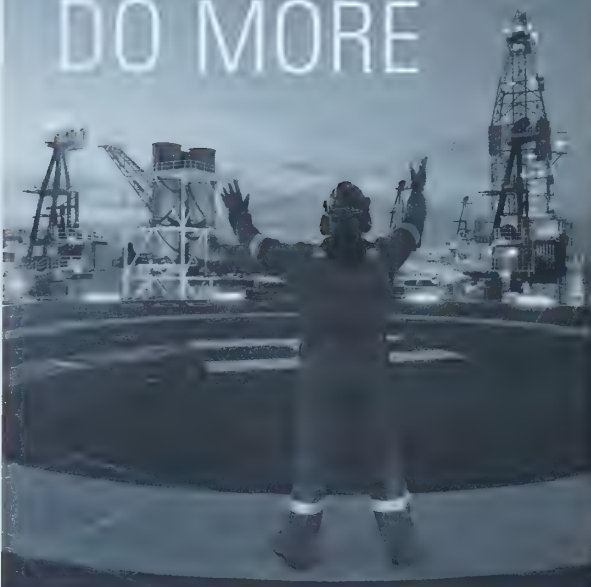
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From Career Planning to Career Enga



gement




In spring 2008 two University of Alberta (U of A) medical researchers - Dr. Jason Dyck and Dr. Atul Humar - received Canada's prestigious Top 40 Under 40 award. The U of A's student newspaper, *The Gateway*, ran an article profiling the careers of the two award recipients. Dr. Humar, whose area of research is infectious diseases resulting from transplants, knew from a very young age he wanted to pursue a career in medicine. And he did.

Dr. Dyck, on the other hand, did not decide to pursue a medical career until he was already in university. He "entered cardiovascular research because of happenstance" (*The Gateway*, May 22, 2008). After working as a summer student in a cardiovascular research lab and with the encouragement of his supervisor, he decided to do graduate studies in medical research. Dr. Dyck said he's never tried to design his life or had a life plan: "My goal is to try to be the best I can at what I am doing, and hopefully, it takes me in the right direction...Ten years ago, I didn't plan to be here. In ten years, who knows where I'll be" (*The Gateway*, May 22, 2008).

The concept of happenstance has received increasing attention within the career development field over the past few years. This is because many predominant career development theories and practices, which focus on goal-setting and planning and see career development as logical and linear, do not reflect reality. When you plot people's career paths you find that how they ended up in a particular career field almost always has more to do with chance - something unexpected and unplanned - than with careful planning: "Career paths are characterized by unexplained trajectories and apparent, but not actual, disconnections" (Bloch, 2005).

Even for Dr. Humar, who heads the U of A's transplant infectious disease program, happenstance has played a role in his career. One of the first patients he had contact with while still studying to become a doctor was a transplant recipient with an inexplicable fever. He was intrigued and went on to discover that the anti-rejection drugs the patient was taking suppressed the body's immune system: "I thought that this is an area that needs attention and research...I saw it as an area for a lot of... discovery, and I saw it as challenging" (*The Gateway*, May 22, 2008).

Recent career development theories and practices¹ that recognize the role unexpected and unintended occurrences play in our lives and careers draw on some of the key concepts of chaos theory, complexity theory and non-linear dynamics; for example, that we live in an unpredictable, complex world characterized by continuous change; that



small changes can bring about large effects; that living systems have a strong ability to adapt to both internal change and external changes in their environment; and that relationships are key to understanding complex entities. They recognize that for most people the connections between their career and their education, their work and other experiences and their interests are not linear. A few are, but most are not. So it is unhelpful at best for students thinking about their careers, or for anyone considering a career change, to believe their career must follow a linear, logical path.

Yet that is precisely what most traditional approaches to career development espouse, hence the focus on short- and long-term goal setting and


you're lacking in some way if you don't have a concrete career plan because the fact is, most students don't. And for those who do, some will end up in working in their intended career but many more will find themselves in careers that are anywhere from somewhat to totally different than they had planned. This is due in large part to unpredictable economic, social, political and other factors that impact the labour market.

The question you might be asking yourself now is: what does all this mean? What should I be doing to prepare for my career after graduation? Is planning pointless? Should I just sit back and let fate decide where I end up? No! As a student there is a great deal you can do in addition to your academic program to help build a satisfying and fulfilling career. Planning does have a place in new approaches to career development so it is not pointless. What is pointless - even potentially harmful - is sticking with a plan that is no longer a fit for you.

Whether you have an idea of the career you want to pursue after graduation or not, rather than focusing solely on planning your future, become engaged now in university life. According to Interim Vice-Provost and Dean of Students Frank Robinson, who spearheaded the U of A's recent task force on student engagement, "university life needs to have a balance between curricular and co-curricular components because it is more than just exams, assignments and graduation. It is about personal development, building and maintaining a sense of community and preparing for a life of inquiry." Becoming engaged in university life can also have many - often unintended - career benefits, such as expanding your awareness of careers you didn't even know existed, making connections with people you can turn to for support when you are seeking work, and developing skills that enhance your employability.

Mitchell, Levin and Krumboltz (1999) use the term 'planned happenstance' to describe how most careers unfold in a world characterized by change and complexity. Planned happenstance is about acting deliberately and intentionally even when the outcomes of your actions are uncertain: "The

Planning does have a place in new approaches to career development so it is not pointless. What is pointless—even potentially harmful—is sticking with a plan that is no longer a fit for you.



planning. The lure of having concrete career goals and a detailed plan for achieving them is the sense of security it seemingly provides. For many students, graduating and heading out into the labour market can feel like being thrown from order into chaos. Having a plan can help reduce the anxiety we often experience when we feel we are in the midst of chaos.

In addition, "knowing what you want to be when you grow up" can be particularly attractive to those living in a society, such as ours, where career uncertainty is looked upon negatively, where young adults are expected to name their future occupation. How many times have you been asked what you're going to be when you graduate? You may have a specific response to such a question. That's fine. But you may have only a vague response or even no response at all. That's okay too. You don't need to make something up and you shouldn't feel like

happenstance part has to do with noticing chance events and situations (which you couldn't have anticipated) and recognizing them as opportunities. The planned part has to do with both adopting a conscious attitude of receptiveness to your own interests and to chance events, and taking steps to act on these" (<http://career.berkeley.edu/Article/040910a-dm.stm>). Here's a real-life example:

A history student who intends to go to graduate school after completing his undergraduate degree - his career goal is to be an academic - receives an email about the U of A's Non-Profit Board Student Internship program. He's curious about the program, so finds out more and decides to apply. He is accepted and is matched with the board of a local non-profit organization that does public policy research and advocacy work. The student graduates and the non-profit offers him a summer job doing communications work, which he accepts. Rather than starting graduate school in September, he decides to continue working with the organization. He also decides to volunteer on the campaign of a board member who has decided to run for City Council in the fall municipal election. The board member is elected and offers the student a position as a researcher, which he accepts.

Because the student in the above story took action on something he was curious about (the non-profit sector) even though he didn't know what it would lead to, he learned about and became interested in careers he had not considered previously; namely, advocacy and municipal politics. While he hasn't abandoned the idea of graduate school and working in academia at some time in the future, the direction his career appeared to be heading shifted as a result of his taking advantage of an (unplanned) opportunity that was presented to him. As a result of his action, he learned that he has other interests and career opportunities. He also gained some valuable skills and knowledge and made some important connections.

One of the challenges of engaging in university life outside the classroom is knowing what's available. Unfortunately, there is no single place you can go to find out about all of the opportunities you could take advantage of.² However, similar to how we most often find out about work opportunities, one of the best sources of information is your personal contacts. So ask your friends, classmates and instructors about student engagement opportunities they're involved in or aware of. Check out Student Group Services - a Students' Union service - to learn about the 400+ student groups on campus and how you can be involved in one or more that interest you. Visit your faculty or department office to find out what they offer. For example, the Faculty of Agricultural, Life and Environmental Sciences (ALES) and the Faculty of Science both have student internship programs. The Faculty of Arts runs a Community Service-Learning (CSL) program, which supports instructors in a number of faculties who want to incorporate a CSL component into their course.

The Non-Profit Board Student Internship program mentioned above is a joint initiative of CSL and CAPS. We support this program because we recognize the potential career-related benefits for students. To that end, we have developed, and will continue to develop, other opportunities for students that focus on career learning and engagement. Under an umbrella program called Career Discovery Through Engagement, these opportunities currently include a job shadow program, career mentoring program and career information network. To learn more about them, you can check our website or, better yet, meet with one of our staff. Call 780-492-4291 to find out our drop-in hours.

Being unsure about what you want to do after you graduate can be unnerving. So too can not knowing if there will even be employment opportunities in the career field you want to work in. This is understandable; most people yearn for certainty. However, what happens in the economy and how it impacts the labour market are beyond your control. So think about what you can control - your

point of view and your actions. It is okay to have a career plan (it is also okay not to) but recognize that most people's careers emerge as they engage in various educational, work, volunteer and other activities. Appreciate that university has more to offer than a degree. Above all, act on your curiosities and chance events even when you don't know the outcome. You never know what opportunities you will create.

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- 1 See for example Krumboltz and Levin (2004) and Brooks (2009).
- 2 CAPS and the Network of Community Engaged Learning (N-CEL) are working together to create an inventory of experiential learning opportunities for U of A students; University Student Services (USS) and the Students' Union recently launched the Co-Curricular Record; and one of the goals of the U of A's student engagement taskforce is a central database of student engagement opportunities. All of these initiatives should make it easier for U of A students to find out about co-curricular activities available on campus.

Meaghan Goebel

U of A Campus Food Bank

Bachelor of Arts, Major: English, Minor: Women's Studies
2009, University of Alberta

I work as the Executive Director of the Campus Food Bank at the University of Alberta. I had not intended to work in the non-profit sector until I encountered the Community Service-Learning (CSL) program in my fourth year of university.

The more I learned about the program, the more I became interested in getting involved. I even ended up rearranging my schedule at the last minute to accommodate my interest in the program. This program introduced me to the wide world of non-profit organizations and the valuable services this sector provides us with. I ultimately

graduated with a Certificate in Community Service-Learning and obtained many transferrable skills from my experiences with different non-profit organizations. I would not have the necessary skills to perform my job at the Campus Food Bank without CSL.

As a registered charity, The Campus Food Bank distributes food hampers to the university community (students, staff and alumni). Each day is different; there are always new and different things to do and experience. The job of the executive director includes administrative tasks like accounting, preparing tax receipts, reporting to a board of directors and ensuring the accountability of the organization to its donors. Other tasks include volunteer coordination (recruitment, selection, training and appreciation) and event

coordination (e.g. fundraisers and food drives).

I love working with the volunteers and learning about their lives and experiences. The challenges I face in my job are similar to those facing all non-profits: too much work and too little time! The days are so full, yet rewarding at the same time!

If you are interested in working in the non-profit sector, volunteer as much as possible while you are going to school and try and keep your ears open for any internships - paid or unpaid. Try to get involved at the ground level with groups you are interested in so you can understand the way non-profits work at every level. Keep your ears open always, and never rule anything out until you have done the research first... you never know what kinds of exciting jobs await!

Do Paths Unknown Still Lead to Fulfilling Careers?

What do you do when your career doesn't turn out the way you planned? Well, as these prominent University of Alberta (U of A) contributors found out, you accept these uncertainties with a willingness to try other opportunities. Can you match the prominent university figure with his or her first career aspiration?

- A) **Brian Heidecker**
Chair, University of Alberta Board of Governors
- B) **Gregory Taylor**
Dean, Faculty of Science
- C) **Colleen Skidmore**
Dean, Faculty of Arts
- D) **Jim Hole**
President, University of Alberta's Alumni Association and past representative on the University of Alberta Senate
- E) **Kory Mathewson**
President, University of Alberta Students' Union
- F) **Frank Robinson**
Interim Vice-Provost and Dean of Students

- 1) I wanted to be an **oceanographer** just like Jacques Cousteau. When I entered university I found way more possibilities. Would you believe I've actually had lunch with Jean-Michel Cousteau (Jacques' son)? Many people ask, "How did you know you wanted to do this as a career?" I tell them, "I only knew after I did it!"
- 2) Growing up in a rural community made me want to pursue a career in **agriculture**. I also wanted adventure so I went to Virginia Tech to complete my Master of Science. As a grad student and as a teaching assistant I saw the power of learning when I mixed teaching, research and communications. Now I have, what I consider, the best position on campus and I am still connected with students in the classroom who keep me learning.
- 3) During my fourth year of university, when I was a member of the Golden Bears Football Team, I was drafted by the Edmonton Eskimos. My **football career** and my work with the family business would have had to be mutually exclusive career choices so I chose to pursue work with the family business. While I loved studying toward my Bachelor of Science Degree in Agriculture, I feel that the courses I took in Classics and English made important contributions to my life and my business.
- 4) I wanted to be a **veterinarian** but was rejected entrance because I was colour blind. I became a farmer instead and developed a 16,500-acre operation. Because of an interest in policy and economics I eventually became a Director for the Bank of Canada. Never in my wildest imagination would I have pictured myself (in this career) at the University of Alberta. It wasn't even in the 'imagine' category. Yet, it is the best experience that I have ever had.
- 5) After obtaining a Diploma in Television, Stage and Radio Arts at SAIT I worked as a **film writer, script supervisor and associate producer**. Then I got my BA in Art History followed by a Master degree with the intention of moving to Toronto to continue working in the film industry. One of my professors encouraged me to pursue a doctorate degree. This definitely wasn't in my plan and yet here I am!
- 6) I aspired to be a **performance artist** since I was a child. To that end, I have produced and starred in an Edmonton Fringe show. I love to teach and help others and currently teach improvisational theatre. On the academic side of my career I have co-authored a research paper on photo-acoustic imaging and the benefits it has as a tumor diagnostic tool.

Answers: A) 4 B) 1 C) 5 D) 3 E) 6 F) 2

The Multiple Mini Interview Are You Ready?

If you are applying to medical or veterinary school you may have heard of the Multiple Mini Interview or MMI. Applicants travel through a series of eight to ten stations, spending eight to ten minutes at each, answering questions or doing role plays that evaluate their communication skills, ethical decision-making, critical thinking, knowledge of the healthcare system and overall suitability for their profession.

Applicants are evaluated by different assessors at each station and results are recorded on standardized forms. Assessors may be a mix of faculty and professionals, current students and members of the community. Various international studies of the effectiveness of MMIs provide medical and veterinary schools with ample evidence to use the MMI process over traditional interviews: MMIs are better able to predict a student's performance in their studies, provide fair and unbiased

evaluation of cognitive and non-cognitive skills regardless of gender and background and increase the diversity of students accepted into the program.

CAPS has conducted Multiple Mini Interview Days for medical school

Medical Multiple Mini Interview Days

Saturday, February 6 or
Saturday, February 20

\$30/students. Pre-register at 2-100 SUB or 8917 HUB Mall or by calling 780-492-4291. Registration opens on Monday, January 4.

Veterinary Multiple Mini Interview Day

Saturday, March 6

\$30/students. Pre-register at 2-100 SUB or 8917 HUB Mall or by calling 780-492-4291.

Registration opens on January 18 for ALES students and February 12 for others.

applicants for the past two years and the response has been extremely positive. When we evaluated students who attended the Medical Multiple Mini Interview Days after they completed their actual admissions interviews, 94.1 percent felt the practice helped them perform better.

Last spring, CAPS, in collaboration with the Faculty of Agriculture, Life and Environmental Sciences (ALES), conducted the first Veterinary Multiple Mini Interview Day. Again, the results were impressive. Of the students accepted into western Canadian veterinary schools this year, 41 percent participated in the Veterinary Multiple Mini Interview Day.

If you are applying for admission into medical or veterinary school don't miss your chance to hone your MMI interview skills. Sign up early, spaces fill up fast.

Are YOU Ready for Summer?



In the summer of 2009, news of the continued downturn in the global economy raised many concerns regarding summer employment. In May 2009, the Labour Force Survey, Statistics Canada, showed that it was not an easy start in terms of summer employment for students aged 20 to 24. This excluded high-school students (aged 15 to 19) not yet out of school. The number of employed students fell by 59,000 compared with the previous year raising the unemployment rate for this population from 15.4 percent in May 2008 to 18.3 percent in May 2009.

In August 2009, the number of employed students, aged 15 to 24 (now including high-school students), was down by 128,000 raising the unemployment rate to 16.4 percent compared to 11.4 percent the previous year. Numbers like this had not been seen in decades.

The media was especially interested in learning about the number and range of jobs available to students during the first summer of the recession as well as students' reactions to the depressed summer job market. CAPS fielded many questions from reporters asking how we were advising students looking for summer work.

Interestingly, our work search advice during a recession is quite similar to the advice we give during any other period: start your summer work search early; make use of your personal contacts and opportunities to meet potential employers; and take advantage of local, national and international summer work programs and subsidies. We also encourage you to research the labour market, particularly the areas that catch your interest. A recession, and even an economic boom, does not mean each industry or sector is similarly affected.

This summer you may find yourself accepting a job that you may not have in better economic times. If so, think about what you can glean from the experience: what can you learn about your work preferences? What skills can you build? What connections can you make with new people? Also consider how the job might act as a stepping stone to

opportunities you may not have previously considered.

Start early

Many students wonder when they should start looking for summer employment. The cold weather outside does not give a glimpse of the approaching warm summer, but summer job opportunities are here. It is advisable to start your search early, particularly in an economic situation that results in fewer available jobs. Starting early will give you more time to prepare quality work search tools, perfect your interview skills and seek out opportunities using a variety of work search methods - some of which require more time and effort than simply skimming job postings.

Some organizations begin filling summer positions soon after their current summer season is over. At the beginning of October, CAPS already posted jobs for the summer of 2010. Organizations were looking to hire applicants in research and development, finance, geophysics, engineering and accounting, to name only a few. Keep in mind, some industries complete much of their summer recruitment during certain periods. For example, many engineering companies do their summer recruitment in September and October.

Overall, the peak time for summer recruitment is early in the winter term. If you happen to miss out on the peak time, don't despair. CAPS sees employers post summer positions throughout the winter term and into the summer. Be aware, if we face a similar

recession to last summer, the competition for summer positions will be high and waiting too long to begin your work search may mean a narrower range of available positions.

Make connections

Besides simply looking for job postings, your successful summer work search will include networking. In a 2008 survey conducted by CAPS of 144 employers from various industries, 94.5 percent of employers indicated that they often or sometimes recruit applicants through networking. The other possible responses were 'seldom,' and 'never'.

It is advisable to start your search early, particularly in an economic situation that results in fewer available jobs.

Networking is connecting with others for information and support. In other words, talk to as many people as you can to collect information that will assist you with your summer employment. It is important to let your contacts know not only that you are looking for work, but also what type of work you are seeking. The more information they have about your interests and skills, the more helpful they can likely be.

If you are a novice at networking, a good starting point would be your classmates, friends, family or others

within your social circle. Once you have built your confidence, it is important to try things that will expand your network. The more eyes and ears you have working for you, the better. Ask for referrals to people who work in organizations you are interested in and to summer employment programs you may not be aware of, attend employer information sessions, contact potential employers directly to voice your interest and attend career fairs.

Attending a job fair, like the Summer Job Fair being hosted by CAPS on Thursday, February 4 can be an essential step in expanding your network of contacts. This is your opportunity to meet over 100 employers who are actively recruiting and interested in University of Alberta students.

Attending a job fair, like the Summer Job Fair being hosted by CAPS on Thursday, February 4 can be an essential step in expanding your network of contacts. This is your opportunity to meet over 100 employers who are actively recruiting and interested in University of Alberta students. It is a great way to gather a lot of information quickly rather than having to search employers out individually. You have an opportunity to connect with employers on a personal level before applying for a position with their organization. You can ask questions about available positions and learn about their hiring process and what they look for in potential employees. These details will help you target your resume for specific positions and deliver a stellar interview.

Summer work programs

Instead of waiting for the perfect summer job to be posted, you can take steps now to create your own summer position. A variety of programs, such as Canada Summer Jobs through Service Canada, the Summer Temporary Employment Program (STEP) through Alberta Employment and Immigration or Young Canada Works (YCW) through Canadian Heritage, assist students in pursuing their own summer opportunities. All of these programs provide wage subsidies to particular groups of employers (e.g. non-profits, small businesses, public sector) who otherwise would not be able to hire for the summer. The job opportunities are diverse and span a variety of industries and sectors. Other, more specialized programs, provide unique opportunities for summer employment. For example, the Summer Farm Employment Program, funded and administered through Alberta Agriculture and Rural Development, provides full-time work experience on Alberta farms to youth between 15 and 24 years of age.

Use the websites at the end of this article to research the eligibility requirements for both employers and students. With that information, you can approach a potential employer for whom you would like to work and together create your summer position. In most cases employers apply for wage subsidy programs and must prove their eligibility as an employer and outline the merits of the position(s) they are hiring for. In other cases, employers and students apply for the subsidy together. Regardless of who applies, potential employers will recognize your initiative and interest in them and appreciate your knowledge of wage subsidy programs that will assist them in a difficult economic time.

The Federal Student Work Experience Program (FSWEP) administered by the Public Service Commission of Canada provides full-time students (returning to studies in the next academic term) with summer or other terms of employment with the Government of Canada. Each year, there are over 8,000 jobs across Canada available to students. Applications are made online through

the FSWEP website and are accepted from October of the current year to September of the following year. If you are interested in a career with the federal government, involvement in FSWEP can increase your knowledge of possible career options and help you evaluate future career decisions.

Perhaps you're interested in spending your summer working abroad, traveling and learning about other cultures? The SWAP Working Holidays program provided by the Canadian Federation of Students makes it possible. Presently SWAP offers working holidays in 13 destinations including Britain, Australia, China and South Africa. Their support services concentrate on assisting applicants with acquiring appropriate visas to their country of interest and orientation on practical issues such as accommodations, banking, and employment laws while working overseas.

SWAP staff will greet you upon your arrival and guide you through your work search giving you access to job postings at the local SWAP centre and assisting you with creating a resume that meets the country's specific guidelines. "The support and advice I received through the whole process was fabulous," Erika Magnuson-Ford - SWAP Britain points out, "SWAP made getting the visa easy and stress free and they were able to answer any random questions I had about living in Edinburgh right up to the end" (SWAP Working Holidays 2009-10 brochure).

There are many other programs and internships available for students to tap into for summer employment. Stop by CAPS and ask about existing options.

Your summer job as a stepping stone

We have come through one summer in a recession and the future remains unclear. It is quite possible that competition for available summer jobs could remain high in the approaching summer. As such, you may find yourself accepting a less-than-ideal summer job. What is the best way to handle this?

Any summer job can be viewed as an opportunity to learn about yourself and the industry you are working in. Even if your summer job is not as engaging as you had hoped it would be, reflect on what you enjoy about it as well as what

you dislike. Thinking about the skills you are using, your work situation and work environment can help you gain clarity about your work preferences. In turn, you will make more informed and confident career decisions in the future.

If you are not feeling challenged, speak to your supervisor about taking on additional projects or responsibilities. Doing so will not only demonstrate your dedication and work ethic, it can allow you to develop new skills, expose you to different areas and put you in contact with new people. Keep your eyes and ears open for new and unexpected opportunities and say 'yes' when they come up. You never know where they might lead you.

If you are working alone or with a small group of people, do your best to connect with people working in other areas of the organization and in occupations that you might like to work in after graduation. These contacts could be constructive in helping you pursue your career goals. Ask your supervisor if you can take a few hours or even a day to shadow someone else or conduct career information interviews.

When working in a less-than-ideal position it is also important to maintain a positive attitude. A positive attitude

will demonstrate that you are a professional in the face of adversity. Your colleagues may be more inclined to allow you to explore new areas if they are sure you are a strong representative for their organization and people are much more inclined to provide career assistance to someone who is positive, engaged and motivated.

Remain open to the possibility that your summer job could lead you down a path you never considered. For example, summer camp instructors with Discover E camps (offered through the Faculty of Engineering at the University of Alberta) use their education to guide elementary students in learning about science and engineering through hands-on activities and real labs. Or, find out how Chris Mikulin, a mechanical engineering graduate, ended up starting his own business making custom yo-yos by reading his profile on page 17. Whether or not you have an end career in mind, it is important to realize there are many different paths you can travel to reach your preferred destination. What seems like a job loosely related to your education - or not related at all - could be an opportunity to explore non-traditional ways to apply your skills and background.

SUMMER JOB INFO

For more information on the summer jobs, check out the following websites:

Summer Temporary Employment Program (STEP)
<http://employment.alberta.ca/>

Canada Summer Jobs
<http://www.hrsdc.gc.ca/eng/home.shtml>

Young Canada Works (YCW)
<http://www.pch.gc.ca/index-eng.cfm>

Government of Alberta Internship
<http://www.jobs.alberta.ca/students/internships.html>

Federal Student Work Experience Program (FSWEP)
<http://jobs-emplois.gc.ca/fswe-pfete/index-eng.htm>

SWAP Working Holidays
<http://www.swap.ca>

Discover E Camps
<http://discovere.ualberta.ca/Home>



The Good Samaritan Society
 (a Lutheran Social Service Organization): Is a faith based health care organization. We have a 55-year history providing complex care, assisted living and other specialized services and facilities in innovative and caring environments. We are committed to and constantly strive to provide a quality of care that will enable the elderly and the physically and mentally challenged to experience an optimum quality of life. In the spirit of Christian Hospitality, we serve those in need or at risk, regardless of race or religious belief

Potential employment opportunities include:

- Registered and Licensed Practical Nurses, Nursing Attendants
- Occupational, Physical, Recreational and Respiratory Therapists
- Administration and Information Management
- Community Service Workers & Team Coordinators

Submit resumes to:

The Good Samaritan Society
 Human Resources
 8861 – 75 Street
 Edmonton, Alberta T6C 4G8
 Fax: 780.431.4840
 Email: careers@gss.org
 For details visit our website:

www.gss.org





The Alberta Health Services is expanding to include Radiation Services in Lethbridge, Red Deer, and Grand Prairie. When open, these new Radiation Therapy sites will result in the creation of over 30 new Radiation Therapist positions in addition to current opportunities in Calgary and Edmonton. The Alberta School of Radiation Therapy is looking for mature and compassionate individuals with exceptional interpersonal skills to join us in Creating a Cancer Free Future!

Become a Radiation Therapist

If you are interested in becoming a vital member of a cancer-care team, the Alberta School of Radiation Therapy is offering a subsidized 28 month educational program.

The approximate cost for the course is \$9,000.00 with a starting wage of \$35.56 per hour. Upon completion of the program you will have the opportunity to plan radiation treatments, calculate radiation doses, and deliver radiation treatments while providing empathy, assessments and education to the patient with cancer.

To speak to someone about this opportunity, please stop by our booth during the U of A Career Day and the U of A Health Sciences Career Fair or call the Alberta School of Radiation Therapy at 780-643-4641.

Visit our website at www.AlbertaRTSchool.jobs for all program information.

An advertisement for Stewart Weir. The background is a photograph of a young man wearing a white hard hat and an orange safety vest over a plaid shirt. He is looking upwards and to the right, holding a rolled-up white blueprint. A green horizontal banner at the top of the image contains the text "ARE YOU NATURALLY RESOURCEFUL?". On the left side, there is a blue rectangular text box with white text.

ARE YOU NATURALLY RESOURCEFUL?

Stewart Weir is an integrated consulting firm of over 300 personnel. We provide services relating to the development of communities, utilities, industrial and natural resources.

Sherwood Park

| Calgary

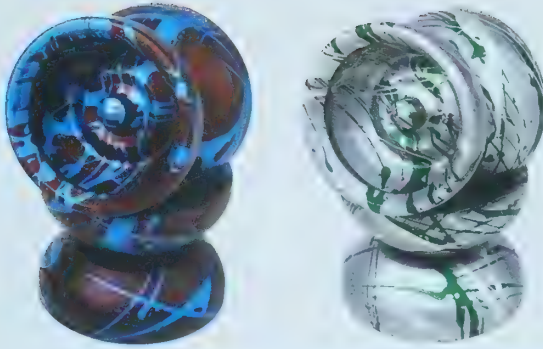
| Grande Prairie

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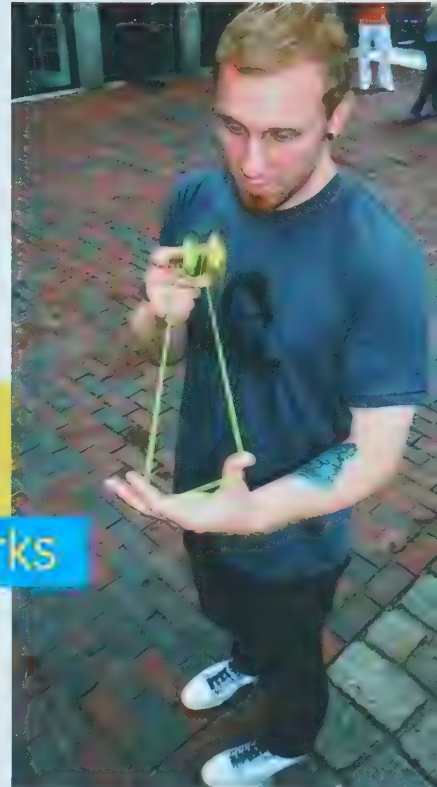
Phone: 780-410-2580
www.swg.ca



Chris Mikulin

Caribou Lodge YoyoWorks

Bachelor of Science in Mechanical Engineering (Co-op),
2002, University of Alberta



During my time at university, I had two co-op jobs with companies that had their own in-house machine shops. These positions really helped me learn and develop an interest in manufacturing. After I graduated in 2002, I began working in the oilfield designing downhole tools. At lunch I would always yo-yo at work, then a fellow engineer suggested I design my own yo-yo. A machine shop our company was working with at the time offered to make me six prototypes for free ... and the rest was history.

I now run a small high-end yo-yo company called Caribou Lodge YoyoWorks. We design yo-yos that range in price from \$50 to \$600 and sell them to people all over the world. We also sponsor a team of 11 very talented yo-yoers who compete in Canada, United States, Europe and Japan.

I really love the yo-yo community. I've met so many amazing people through yo-yoing. It's allowed me to travel to cities I would have never dreamed of. Being able to support amazing talent and to help push the sport/hobby of yo-yoing is a blast. One of the challenges we are facing right now is what is next? Is a yo-yo boom coming? What types of yo-yos should we be focusing on? What markets should we be focusing on more?

The one piece of advice I would give students is to follow your dreams. If you want something bad enough, work towards it and it will happen. You too could someday get your company's logo tattooed on someone's back in Russia!

Check Caribou Lodge YoyoWorks blog at: www.cariboublog.com



Capturing Your Butterflies

Overcoming Interview Nerves

Does the thought of a job interview make you break into a nervous sweat? Stop for a minute and think about what exactly sets the butterflies free in your stomach. Are you nervous about the unexpected because you have never before experienced a formal interview? Are you feeling like a novice and unsure about how to present yourself as a serious professional? Are you afraid of making a mistake and looking foolish? Read on, help is on the way.

One revelation that seems to put most students at ease is that the interview is a two-way conversation. Think of it this way: not only is the interviewer assessing your fit for the job, you are assessing how well the job and organization fit your needs and expectations. Be observant at your interview – this is your chance to gather some information about the atmosphere

of the workplace. How are people interacting with each other—are they friendly and congenial or are they irritated and stressed? How are people dressed? How do the interviewers treat you? Do they seem inviting or are they giving you the impression that your interview is simply one more thing they need to check off their long to-do list?

Asking questions at the interview will also provide valuable information. If the job posting did not give you enough details be prepared to ask more about the job. Who will you report to? Who will you work closely with? What kinds of projects will you be working on? How much travel is required? What kind of training will be provided?

It is likely that you are most anxious about actually answering interview questions. Interviewers can ask a multitude of different questions so it is very difficult to anticipate the exact questions you will be asked. What you can anticipate more accurately is the information the interviewers will want to collect from you by the end of your time together. The best way to do this is to spend some time analyzing both the job posting you are being interviewed for as well as any additional information you may have gathered about the job. Write down the minimum skills and requirements for the job as well as the skills and requirements that would be assets to the position. Beside each skill or requirement list at least one story you can tell to demonstrate your possession or use of that skill or requirement. Use concrete examples and give details that add impact and memorability.

For example, “I enhanced my web design skills by designing my friend’s website,” does not have nearly as much impact as, “In order to develop my web design skills I volunteered to design a website for my friend who was starting a painting business. I analyzed the needs of his customers and determined they needed a reliable way to book estimates

when he was on a job or unavailable by phone. I also added value to his website by including pictures of his past work, testimonials from his customers and links to websites on which his clients could pick paint colors. Because he was just starting up and needed to save money, I produced a clean and simple design he could easily maintain. I also found a web hosting firm that would offer him the options he needed at the lowest price.” In the first example you tell the interviewer you can design a website. In the second example you tell the employer about your ability to design a website with the needs of your client and the end users as top priority. You also tell the employer about your self-motivation, research skills and cost effectiveness.

If you find yourself struggling to come up with informative examples, ask others for input. Your friends, family and co-workers may remember things you told them about your past experience. Feel free to take the examples you compile to your interview. Rather than writing your examples in script form, write them in point form. This makes your examples easily accessible in case your memory needs a quick boost while you are answering a question.

In your interview, take a second to think about what the interviewer is asking you. Consider how the question relates to the job at hand and give the example that best demonstrates your competence. When you have prepared well-thought-out examples with many details you can use parts of the same example to answer different questions. The previous web design example could be used to answer the question, “What kind of experience do you have in web design?” as well as, “Tell me about a time you went above and beyond the requirements of a job.” Even though you cannot anticipate the exact interview questions that will be used, your stories will prepare you to share relevant and meaningful information throughout your interview.

Practice makes perfect, so before your interview get a list of interview questions from a book or the Internet and try using your prepared examples to answer various questions. Don't let the interview be the first time you verbalize about yourself. The more you have done it before, the more confident you are bound to be, and the more comfortable you will be using your stories to answer a variety of questions.

So what about the question you didn't anticipate? Don't panic. It would be impossible for you to prepare for every possibility. If you need a moment to think, say so and take it. Just because you didn't prepare an example doesn't mean you don't have one. Again, think about why the employer is asking you the question. What do they want to know? Once you figure this out, the example will come. Most often people are not prepared enough to answer questions that might point to something negative about them. In preparing for your interview think not only about why they should hire you, but also about why they shouldn't hire you. You will feel undaunted if you have a plan to positively address potential obstacles without taking yourself out of the running.

Keep in mind that employers are also using the interview to gain a sense of you as a person. They are trying to determine if you will get along with their existing employees and thrive in their work environment. They are also trying to gauge if you have the gumption to handle the job at hand. After all, there are many people who look great on paper but who do not have the personality and attitude desired. Don't turn into an over-rehearsed robot. Let your personality show through. A candidate who displays honesty and sincerity is already a few steps ahead. One student felt distressed after his first interview because he was told by well-meaning friends that he gestured too much when he talked. As a result, he sat on his hands the entire interview and felt stilted in his delivery. After getting some advice at CAPS, the student was encouraged to speak as he normally would in a professional situation. He went on to many successful interviews.

Made a mistake in your interview? It's not the end of the world. If you

recognize you've blundered during your interview maintain your composure and carry on. Your mistake might not have been as noticeable or disastrous as you thought it was. Or, it might be overlooked because of the calibre of the rest of your interview. If you feel your mistake is something you should correct, do so, but do not dwell on it or apologize profusely. This can irritate your interviewers and undermine your confidence. Simply state that you want to correct something you've said and move on with a positive attitude.

In 2008, CAPS surveyed 144 employers from organizations of varying sizes and from a variety of industries about their recruitment practices. Here are employers' top five responses when asked about common reasons for rejecting applicants: lack of job-related experience (65.2%), answers are too general/not enough information is provided (55.7%), speaking overly negatively of past experiences/employers (55.7%), too many "I don't know" responses (55.7%) and overconfidence/arrogance (53.9%). Perhaps if the candidates in question had prepared examples and been genuine and professional in their presentation they would have been more successful.

At CAPS, we know you want to do anything you can to increase your

ACE YOUR INTERVIEW

Learn what employers are looking for in an interview from the interviewers themselves! Find out what you can do to prepare, the kinds of interview questions they will ask and what to expect in an interview.

Acing the Non-profit Interview

Thursday, January 28 from 2 to 4 p.m.
4-02 SUB

Acing the Financial Industry Interview

Wednesday, March 10 from 2 to 4 p.m.
4-02 SUB

Acing the Public Sector Interview

Thursday, March 11 from 2 to 4 p.m.
4-02 SUB

\$25/students. Pre-register at 2-100 SUB or 8917 HUB Mall or call 780-492-4291 or 780-248-1483.

A subsidy may apply if you are an Arts student, graduate student or postdoctoral fellow.

chances of interview success. As such, we have a number of resources and services in place to support you. In the winter term CAPS will host interactive, industry-specific panels of employers called Acing the Interview. Employers who are directly involved with recruitment will be asked to address your questions about the purpose of the interview, how you should prepare for interviews, the most commonly-used interview structures in the industry, how you should answer interview questions, what you can do to follow up after an interview and how employers handle reference checks.

Not only will you benefit from hearing about interviews straight from those who conduct them in your industry, you will also receive an interview guide full of useful interview information and sample interview questions. In addition, you will be given a voucher for a free mock interview. This is a one-hour appointment with a career advisor at which you can discuss your specific interview concerns and practice answering interview questions. It's the perfect chance for you to test out some of your examples and get feedback about their effectiveness. You have four months to use the voucher so feel free to cash it in close to the time of your actual interviews.

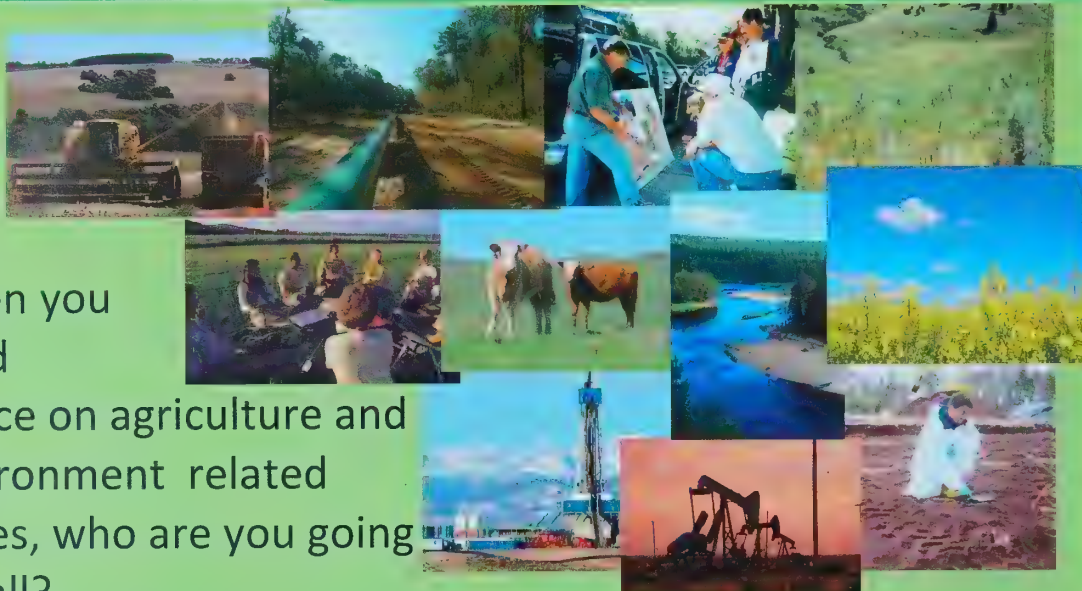
You also might be interested in dropping into the CAPS office in SUB or HUB to browse through our selection of interview books. You will find some books that give you sample questions and answers, some that are specific to your field, and others that address a specific type of interviewing like behaviour-descriptive or case-based interviews. In addition, you will find books that suggest what you might ask in your interview. To search for the titles that interest you take advantage of the Career Resource Centre Catalog on the CAPS website at www.caps.ualberta.ca. To add another tool to your arsenal see our article on maps on page 23 and get to your interview on time without getting lost.

If the nervous butterflies are plaguing you rest assured there is plenty you can do to battle them. A little preparation, a lot of flexibility and a dash of confidence and personality might be just the recipe you are looking for.



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The Alberta Institute of Agrologists is the professional regulatory body that exists to ensure that the practice of Agrology is conducted with integrity in a competent and ethical manner. The Agrology Profession Act in Alberta requires that all who practice Agrology within the province are members of this peer-regulated Institute.

Contact the Institute to become an Agrologist in Training:

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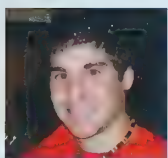
Sherwood Park, AB T8H 0G2

Web: www.aia.ab.ca

I want to be a Dragon!

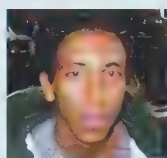


We hit campus and asked students to share their most embarrassing job interview moments. Here's what they said:



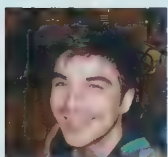
"I was being interviewed for a position as camp counselor and the interviewer asked me what I wanted to be when I was a kid. I replied that I wanted to be a yellow fire-breathing dragon that breathed blue fire (because blue fire is hotter than red fire). I got offered the job on the spot."

– WILLIAM



"I went on a job interview with Rogers Video and the interviewer asked me what my favorite movie was. I said, 'My favorite movie is A Walk to Remember. You know that new movie with Marilyn Monroe?' The interviewer replied with, 'Are you aware that Marilyn Monroe's been dead for over 40 years?' I meant to say Mandy Moore...it was pretty embarrassing."

– BULCHA



"I was being interviewed by a bakery on Whyte Avenue and was asked what I would do if a customer was rude to me or did not tip well. I proceeded to tell a story about when I was a server at a restaurant and a customer left me a \$1.50 tip on a

\$100 bill. I told the interviewer about how I followed the customer out as he was leaving the restaurant and how I asked him if I had given poor customer service. The patron said 'no' so I informed him that tips are supposed to be at least 15% of the bill and then thanked him for visiting the restaurant. Only after I had finished telling the interviewer the story did I realize that perhaps it was not the most flattering anecdote to share. Safe to say I did not get called back for the position."

– ADAM



"I was interviewing at a golf course for a position that required me to lift bags of golf clubs in the air on a regular basis. To see if I could handle one of the job's duties they had me lift a bag of golf clubs in the air. I lifted the bag of golf clubs only to trip over my own feet, spill the golf clubs all over the floor and land on top of the pile of clubs on the ground. I ended up getting a job with the golf course, but not for the original position I interviewed for."

– SHANNON

If you have an unusually large collection of embarrassing interview stories you might find our article on interviews on page 18 helpful.

TRANSITIONING

from School to Work



The books on this list discuss how to transition from school to work, from student to professional. Some of the books talk about career planning and money, others talk about adapting to the workplace.

Getting from College to Career: 90 Things to do Before You Join the Real World Lindsey Pollak, the author, has 90 different tips or actions a student can take before leaving school for work. Some of her tips include using your breaks for community service, finding a mentor and doing mock interviews, all of which you can find out more about from CAPS.

New Kid on the Block: 10 Steps to Help You Survive and Thrive in Your First 100 Days on the Job Written for the "new kid"—the person transitioning into a new organization, a new job or a promotion—this book addresses soft skills, such as communication, and provides examples on how to manage in an office environment from attending meetings to scheduling work. A worker at any level could get something out of this book, but for a person who has never worked in an office environment, the advice could be essential.

Ramen Noodles, Rent and Resumes: The After-College Guide to Life

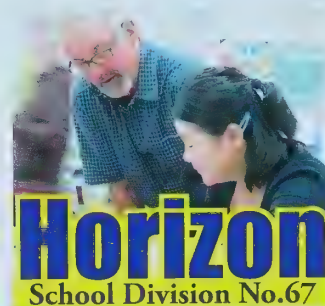
This book tackles more personal issues, such as deciding to move back in with your parents upon graduation, deciding to go to graduate school and having a social life when you have left some of your friends behind with graduation. The book is sensitive to the emotional and personal issues of the transition from school to work.

Watercooler Wisdom: How Smart People Prosper in the Face of Conflict, Pressure & Change

If you aren't sure how to adapt to your new work environment or you have met a personal obstacle at work (such as an unhelpful colleague) this book has tips and suggestions about how to manage people, relationships and your own responses to workplace difficulties. Plenty of advice to help you develop good interpersonal habits in the workplace.

Working World 101: The New Grad's Guide to Getting a Job This book is about practical job-seeking skills for new grads including writing a resume and preparing for an interview. The majority of the book focuses on professional presentation, such as telephone manners, appearance and the etiquette of interviews and waiting for a job offer.

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The Horizon School Division is a rural jurisdiction providing education services to approximately 3500 students. There are 20 schools of various grade configurations, as well as 18 colony schools. Most of the communities within the Horizon School Division are small, with the Town of Taber, population 7500, being the largest. Schools range in size from 70 to 500 students.

Horizon School Division No.67

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Fax: (403) 223-2999
www.horizon.ab.ca



Superintendent of Schools -
Dr. Cheryl Gilmore
Human Resources -
Adriana Ota

All positions are posted on our website (www.horizon.ab.ca). Click on Human Resources.

Where are you? Using Maps in Your Work Search

If you've ever gotten lost on your way to a job interview, or needed driving directions to a work site, you know a map can be a powerful tool when looking for work and staying employed.

Here are five uses of online maps or map apps that will help:

1 Most people have used **Google Maps** to get driving directions, but did you know you can also use Google Maps to get walking directions, or to arrive at your destination by public transport? Google Maps are a useful tool both locally, and in new and unfamiliar cities.

2 Some vertical search engines, like **Indeed.ca** (used to search job postings), provide a map to the organization's location so you can see exactly where they are. Since some vertical search engines use Google Maps, you can easily click on the get directions link and find your way there.

3 **Yahoo! Pipes** is a tool you can use to mash up (create a new service by combining data or functionality from different sources) content from around the web. You might want to use Yahoo! Pipes when you are searching for jobs in a specific geographical location. For example, use Yahoo! Pipes to build your own search engine that searches for job postings and include a map module that will map your results. Visit Yahoo! Pipes at <http://pipes.yahoo.com/pipes/>, click on browse, then search for jobs and maps to see available Yahoo! Pipes that use mapping modules. If you have a Yahoo! account, you can work from a template when creating a Yahoo! Pipe that includes a map.

4 If you're running your own business and providing updates on Twitter, like Kogi BBQ-To-Go does in Los Angeles (<http://kogibbq.com/>), you

can also add your location using the app **GeoTwitter**, <http://www.geotwitter.com/>. With your Twitter account and access to the Internet (though there is an iPhone app of the same name), you can provide your location so people who follow your updates can find you.

5 Maps are also useful if you have relocated to a new city or neighbourhood for work - perhaps you are trying to find a gym or the closest grocery store. **Walk Score**, <http://www.walkscore.com/>, allows you to search by address—yes, Canadian addresses work—and see which amenities are within walking distance. Walk Score can also be of use in your own city. If you are planning on taking a contact out for coffee to conduct a career information interview, you can use Walk Score to find a convenient coffee shop for your meeting.



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Education Career Fair

Foire d'emploi en Education

The Education Career Fairs are designed for all students studying in the Faculty of Education at the University of Alberta. In 2010, there will be two fairs, one on the main campus in the Butterdome and a francophone fair at Camups St. Jean.

Education Career Fair 2010

Main Campus

Monday, January 18, 2010

10 a.m. to 4 p.m.

Butterdome

Foire d'emploi en Education 2010

Lundi 18 janvier 2010

18h à 20h,

dans le gymnase de

Campus Saint Jean,

Pavillon McMahon





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and employment
opportunities in your
area(s) and with your
employer of choice.

Pre-register for Employer
Information Sessions on
CAPS website.
www.caps.ualberta.ca

Tuesday, January 19

Shell Canada Ltd.

5 to 6:30 p.m.

E1-007 ETLC

Open to all 3rd and 4th year Engineering students.

Wednesday, January 20

IBM Canada

5 to 6:30 p.m.

E1-003, ETLC

Open to all 2nd and 3rd year students in Computing Science, Computer and Electrical Engineering.



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About Summer Jobs

Danny Kerr
General Manager
College Pro Painters

Kristy Berryman
Manager of Recreation
and Wellness
Bissell Centre

With the summer job hunt just around the corner, *Career Connections* wanted to learn more about summer employment directly from people who hire summer students. We chatted with two employers to find out more about their summer employment programs – Danny Kerr, General Manager for College Pro Painters, and Kristy Berryman, Manager of Recreation and Wellness at Edmonton's Bissell Centre.

Both College Pro Painters and Bissell Centre regularly hire summer students from the University of Alberta (U of A). College Pro Painters trains and connects students with homeowners who want their home painted. They select students to run their own painting franchises. Bissell Centre, on the other hand, is a non-profit organization. They offer a wide range of services to low-income individuals living in Edmonton.

Approximately how many summer students do you hire?

College Pro: Twenty-one franchisees and 200 painters.

Bissell Centre: Six to ten summer students.

Can you describe some of the projects or tasks that your summer students do?

College Pro: Our summer students paint the exteriors of residential homes. Franchisees take care of the management of the business – sales, marketing, hiring, bill collection and so on.

Bissell Centre: In the city, the Summer Recreation and Wellness Coordinators organize activities for our adult participants. This includes seeking donations, planning events, administrative duties and taking participants on outings. There are a variety of positions at the Moonlight Bay Camp and tasks range from day-to-day operations and coordinating the programming to camp maintenance, lawn care, chores and giving out supplies. This summer, we might also be hiring summer students as cooks.

What do you look for in a summer student?

College Pro: We look for people who can deal with stress, who prefer to be a leaders and are able to set goals. They also need to understand people, be trustworthy, hard-working and able to deal with conflict.

Bissell Centre: We don't necessarily look for candidates with a camp background, but we do need people who have previous experience working with adults or children in recreational settings. Experience in planning is an asset. They need to be friendly, outgoing and accepting of people for who they are. We don't hire based on educational background, however we have a lot of students from Education and Physical Education.

What value do summer students bring to your organization?

College Pro: I think having students as the franchisee gives us a unique spin on the painting industry since we are building entrepreneurs. Customers are excited about hiring students because they see the students' passion. For the students, it's an experience, not just a job. College Pro Painters is a learning organization so students fit into the culture because they are willing to learn.

Bissell Centre: Our program only runs in the summer so it's a perfect fit for students. We find students have more recent experience and education so it's fresh in their minds and they are eager to apply their knowledge right away.

Do you generally keep students on after summer employment?

College Pro: It's not common, but there are some who want to continue through the year and we're fine with that.

Bissell Centre: Yes. Some stay with us on a part-time basis, others are full-time – I was once a summer student who ended up in a full-time, permanent position!

What lasting effects do summer jobs have on students?

College Pro: Our students build confidence in pursuing bigger things. They also build leadership skills and they learn stress management – when they go back to school, everything seems more manageable after what they've done in the summer.

Bissell Centre: They always walk away with a better understanding of people in poverty. They seem to realize how close we are to the people we serve. Additionally, they gain planning experience, supervisory skills, independence and problem-solving skills.

What advice would you give to students who are looking for summer jobs?

College Pro: Start early. Be humble when looking for jobs. Ask yourself what you will be able to get out of the job in the long run; don't just look at how much money you will make.

Bissell Centre: Spend time writing a good cover letter. Go to the job fairs. We always attend the U of A's Summer Job Fair and we like to be able to put a face to the resume. We often hire people we meet at the fair.

College Pro Painters is North America's original student painting company. They focus on recruiting and training students to become young leaders and franchise owners.

Located in the heart of Edmonton's inner city, Bissell Centre offers a wide range of services with the goal of giving people the opportunity and the means to make positive choices and helping them to be as self-reliant as possible.

Your life story in 500 words or less:

Writing a personal statement

Tuesday, January 26 from 12:35 to 1:20 p.m., 2-100 SUB

Making career fairs and career forums work for you!

Tuesday, February 2 from 12:35 to 1:20 p.m., 2-100 SUB

Looking for work as a substitute teacher Monday, February 8 from 12:05 to 12:50 p.m., 2-100 SUB

Dear Employer...How do I write better work search letters?

Tuesday, February 9 from 12:35 to 1:20 p.m., 2-100 SUB

Make me an offer! Tips on negotiating and evaluating job offers Wednesday, March 3 from 12:05 to 12:50 p.m., 2-100 SUB

What the heck are you going to do with that? Career advice for Arts students Wednesday, March 17 from 12:05 to 12:50 p.m., 8917 HUB Mall

What the heck are you going to do with that? Career advice for Science students Thursday, March 18 from 12:35 to 1:20 p.m., 2-100 SUB

Finding a summer job Tuesday, March 23 from 12:35 to 1:20 p.m., 2-100 SUB

Brown Bag Lunch Seminars

Lunching and Learning A Recipe for Success

Did you know that you can use point form in a cover letter? That winter is a great time to start your summer work search? That it can be more useful to network with your acquaintances than with your friends?

If you are interested in taking a bite out of your career and work search by learning more of these useful tidbits, CAPS offers a satisfying series of Brown Bag Lunch Seminars to meet your needs. Learn about a range of topics including writing work search letters, evaluating and negotiating job offers, finding summer work, networking and making the most of attending career fairs and career forums.

If you are interested in furthering your education you will benefit from seminars on applying to graduate, medical or law school and writing a personal statement. If you are an Education student you have access to a series of seminars that will introduce you

to career options outside the classroom or help you find work as a teacher or substitute teacher. CAPS also offers seminars outlining career options for those in Arts and Science.

The best part of these seminars? They're free! You also do not need to pre-register. Simply show up to the listed location at the start time, pick up a copy of the slides and settle in to learn while you eat your lunch. There's certainly no harm in feeding your mind while you feed your body. For your convenience, we schedule seminars to fit within the lunch hour giving you enough time to travel back and forth to your classes. Seminars on Mondays, Wednesdays and Fridays run from 12:05 to 12:50 p.m. and seminars on Tuesdays and Thursdays run from 12:35 to 1:20 p.m.

You can find a full list of seminars, their descriptions, dates, times and locations on the CAPS website, www.caps.ualberta.ca.

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The Fort Vermilion School Division is an exciting, dynamic place to work. Located in Northern Alberta with 15 schools and 4 Learning Stores (storefront schools) our division is a great place to diversify your talents and discover your potential. With small class sizes, a safe and caring environment, supports for new teachers, well resourced schools, beautiful school facilities and leading edge technology the Fort Vermilion area is a great place to experience challenges and successes. For more information about our school division, check out our website:

www.fvsd.ab.ca

"Building Success - One Student at a Time"



How to Find a Job on LinkedIn, Facebook, Twitter, MySpace and Other Social Networks

by Brad and Debra Schepp

Schepp, B., & Schepp, D. (2010).
New York: McGraw-Hill.

A majority of people in Canada have, at the very least, signed on to Facebook to take a look at the site. Many students on the University of Alberta campus have Facebook profiles or profiles on other social networking sites such as Hi5, Mixi and Orkut, though there are probably far fewer with MySpace, Twitter and LinkedIn profiles. If you only use your online networking to look at your friends' pictures, join groups and play Farmville, you may be overlooking the opportunity to use these sites to look for work.

Over half of *How to Find a Job on LinkedIn, Facebook, Twitter, MySpace and Other Social Networks* is devoted to LinkedIn, an online networking site meant for business networking, including looking for permanent employment or freelance work. LinkedIn emphasizes business networking with options to look up alumni and colleagues from past and current employment, form professional groups, gather recommendations and post a printable profile that is similar to a resume. LinkedIn also allows you to connect through intermediaries (which control spam) to people who work in organizations with job postings either on LinkedIn or on an online job board that supports LinkedIn tools. The emphasis of

the book is on LinkedIn because it is meant for business purposes, including finding employment, while the emphasis of other sites is on socializing and updating your contacts on your status.

The other sites mentioned in the book receive one chapter each with a brisk introduction to the service and testimonials from users who have successfully found work using the site. The descriptions are very clear as to which industries use the site with the most success: MySpace for music and communications, Facebook for marketing and Twitter for social media, programming and Internet recruitment. The authors also describe available plug-ins or tools, such as MySpace's partnership with SimplyHired, that supply job postings to users of the site.

How to Find a Job on LinkedIn, Facebook, Twitter, MySpace and Other Social Networks is a good how-to guide for using online networking in your job search. You can find out more about this topic by visiting The WORKbook, CAPS' online classroom, and investigating the courses Using the Internet to Find Work and Talking to Strangers: Networking, Information Interviewing and Cold Calling for Employment or by contacting CAPS for assistance.

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University of Alberta Campus**

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www.caps.ualberta.ca

Canada



CAPS: Your U of A Career Centre

Rapid Resume Review

Sit down for a 10-minute Rapid Resume Review with a CAPS career advisor and get tips on making your resume effective at presenting your strengths and skills in a succinct format and determining if you should have a full resume/cover letter critique.

Thursday, January 14

11 a.m. to 2:30 p.m., 8917 HUB Mall

Wednesday, January 20

11 a.m. to 2:30 p.m., 8917 HUB Mall

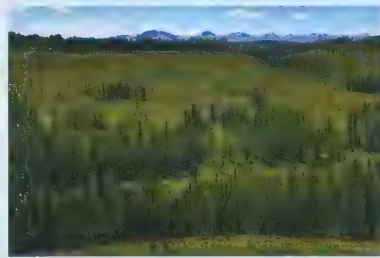
Tuesday, February 2

11 a.m. to 2:30 p.m., 8917 HUB Mall

Wednesday, March 10

10:30 a.m. to 1:30 p.m., 8917 HUB Mall

Free. Pre-registration not required.



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to the organizations recruiting at CAPS from May 1 to November 2, 2009

20/20 Seed Labs Inc	Blu's WomensWear - Edmonton	City of Red Deer	Edmonton Catholic Separate
3DT inc.	BMO Capital Markets	City of St. Albert, Human Resource	School District No. 7
A Workplace Law Office	Body by Bennett	Services	Edmonton Inner City Children's
Able Creations Technologies	Boxx Modular	City of Abbotsford	Project Society
Accenture	Boys' and Girls' Club - Edmonton	Clearview Public Schools	Edmonton John Howard Society
Acuren Group Inc.	BP Canada Energy Company -	Climate Change Central	Edmonton Magi Seal
ADW MUSIC	Calgary	Clinical Trials Program	Edmonton Mennonite Centre For
Aecon Group - Edmonton	Braithwaite Management	Cohos Evamy	Newcomers
Afexa Life Sciences Inc	Consulting Ltd	College Pro Painters - Edmonton	Edmonton Music Studios Inc
Ag-Quest, Inc. - Minto, MB	Brander Gardens After School	ComFree	Edmonton Northwest Out of
Alberta Association of School	Parents' Association	Community Neurorehab Services	School Care
Resource Officers	Bredin Institute - Centre for	Concordia University College of	Edmonton Oilers and Edmonton
Alberta Caregivers Association	Learning	Alberta	Oil Kings Hockey Club
Alberta Conservation Association	Bridges Consulting Services	ConocoPhillips Canada	Edmonton Public Library
Alberta Council For Global	Business Improvement Solutions	Conseil de développement	Edmonton Public Schools
Cooperation	Butterfield Family	économique des Territoires du	Edmonton Rec League
Alberta Health Services	CA School of Business	Nord-Ouest (CDETNO)	Edmonton Science Outreach
Alberta Health Services - Cancer	Calgary Board of Education	Consolidated Gypsum Supply Ltd	Network
Corridor - Calgary	Call Genie Inc	Consulate General of Japan in	Edmonton Sport and Social Club
Alberta Heritage Foundation for	Cameco Corporation	Calgary	Edmonton West Primary Care
Medical Research	Camp Maskepetoon	Consumers' Co-operative Refineries	Network
Alberta Liberal Caucus	Camp Warwa Society	Ltd.	ElderCare Edmonton
Alberta Medical Association	Campbell Scientific (Canada)	Coronation Physiotherapy	EMC
Alberta Motor Association	Corporation	Cranesmart Systems	EMD Serono
Alberta Research Council	Camrose Police Service	Credit Union Deposit Guarantee	Employment Office Canada
Alberta Soccer Association	Canada Safeway Limited - Calgary	Corporation	Enbridge - Edmonton
Alberta-Pacific Forest Industries	Canadian Blood Services -	Creekside Support Services Ltd.	EnCana Corporation
Inc.	Edmonton	CSA Physiotherapy	Energy Resources Conservation
Alberta's YouthVOLUNTEER!	Canadian Cancer Society AB/NWT	Cummins Western Canada	Board
Society	Canadian Mental Health	Custom House	Enerplus Resources Fund
Alliance Energy Services	Association - Edmonton Region	Cybera Inc.	Engage Agro Corporation
AltaLink	Canadian Natural Resources	Cybernius Medical Ltd.	Engineered Air Ltd.
Amity Corporation	Limited	Dalhousie University MBA and	ENMAX Corporation
Angus Reid Strategies	Canadian Pacific Railway	Joint Programs	EPCOR
Apache Canada Ltd.	Canadian Red Cross	David Aplin Recruiting	Esmail, Salim M. (Doctor of
Apollo Out of School Care Ltd.	Canadian Resource Valuation	DECSA (Distinctive Employment	Orthopaedic Medicine and Surgery)
ARPA	Group Inc.	Counselling Services of Alberta)	Events Marketing
Art Gallery of Alberta	Canadian Rockies Public Schools	Defence Construction Canada/	Executive Source
Association For Supported	Candema Property Management	Construction de Defense Canada	Exhibit Installation Services (E.I.S.)
Community Connections	Capital Power Corporation	Deloitte - Edmonton	Express Employment Professionals
AT Films Inc.	CAREERS: The Next Generation	Devon Canada Corporation	ExxonMobil Canada
ATCO Electric	Foundation	Devon Christian School	Farmers of North America
ATCO Pipelines	Cargill Limited - Winnipeg	Direct Energy	Federated Co-operatives Limited
Athabasca University	Cash N Go	Dow AgroSciences Canada Inc. -	Finning (Canada) - Edmonton
Bank of Canada	Catholic Social Services	Calgary	First Derivatives Plc
Bank of China (Hong Kong)	CBI Health - Calgary	Ducada Recruitment	FirstEnergy Capital Corporation
Barclays Capital	Centre for Autism Services Alberta	E. I. DuPont Canada Company	Firsthand Marketing Ltd.
Barrick Energy Inc.	Cerebral Palsy Association in	Early Intervention Services, College	Fisher Scientific
BASF - Lethbridge	Alberta	of New Caledonia Lakes District	Five Hills Health Region
Battle River Research Group	C-FER Technologies (1999) Inc.	Campus	Flynn Canada Ltd.
Bayer CropScience	Charton Hobbs Inc.	Earth Energy Resources Inc. -	Focus Corporation
Baylis Medical	Chenomx Inc.	Grande Prairie	Ford Credit Canada Limited
Beam Global Canada Inc.	Chicago Pneumatic Tool Company	Edmonton Airports	Fradsham Family
Big Brothers Big Sisters Edmonton	Chinook Multimedia		Fravest Capital Partners Inc.
& Area	City of Edmonton		
Bird Construction Company	City of Fort Saskatchewan		

Fraser Health / Providence Health Care / Vancouver Coastal Health	Inventa Sales & Promotions - Vancouver	National Oilwell Varco	Saskatchewan Crop Insurance Corporation
Fraser Health Authority	Investors Group	NDP - Rachel Norley, MLA, Edmonton-Strathcona	Schizophrenia Society of Alberta, Edmonton & Area Chapter
Friends of Rutherford House	Jasper Place Child & Family Resource Centre	Nexen Inc.	Schlumberger - Sugar Land, TX
Frontier College - Edmonton	JD Sweid Foods	Nicola Family Therapy	Schlumberger Canada Ltd. - Calgary
Fulton Child Care Centre	John Crane Canada Inc.	NorQuest College	Schmidt Realty Group Inc
Gateway Research Organization	John Deere Ltd. - Ontario	North American Construction Group	Schwab & Schwab
GE Canada - Calgary	Jurassic FEC	North Eastman Health Association	Seajay Payroll Services INC
German Language School Society of Edmonton	Juvenile Diabetes Research Foundation - Calgary	Northern Alberta Sleep Clinic	Sequiter Inc.
Getting Ready for Inclusion Today (The GRIT Program)	Keegan Psychological Services Ltd.	Northern Health Authority - Corporate Office	Servus Credit Union
Gilead Alberta ULC	Keystone Labs Inc.	Northern Lights School Division No. 113 (Saskatchewan)	Sexual Assault Centre of Edmonton
Glenora Child Care Society	Kids First Communication Services Inc.	Northlands	Shaw Cable - Edmonton
Government of Alberta, Alberta Auditor General	Kiewit - Edmonton	NOV - National Oilwell Varco - Leduc	Shaw Communications
Government of Alberta, Alberta Children & Youth Services	Kinetic Projects	NOVA Chemicals - Red Deer	Shell Canada Limited
Government of Alberta, Alberta Health and Wellness	Kitchen Partners Limited	OEM Remanufacturing Company	Shepherd's Care Foundation
Government of Alberta, Ministry of Solicitor General & Public Security, Correctional Services Division	KMT Hepatech Inc.	On Spec Magazine	Sherritt Coal
Government of Canada, Canada Revenue Agency	Knires Consulting	Optessa Inc	Shoppers Drug Mart
Government of Canada, Canadian Forces Personnel & Family Support Services (CFPSA)	Kurtz Family	OzTREKK - Study in Australia	SIX Real Estate
Government of Canada, Department of Finance	Lafarge North America - Edmonton	Pacific & Western Bank of Canada	Skechers, USA
Government of Canada, Parks Canada Agency - Banff	Lauderdale Afterschool Program	Paladin Security	SMART Technologies Inc.
Government of Canada, Recruitment of Policy Leaders Program	Layfield Group Limited	Pason Systems Corp.	Snap Fitness Sherwood Park
Government of Canada, Statistics Canada - Census of Agriculture	Legal Aid Alberta	Peace River School Division No. 10	Snow Valley Ski Club
Grande Yellowhead Public School Division No. 77	Leger Marketing	Pengrowth Corporation	SnowSeekers Inc.
Greater Edmonton Foundation (GEF): Housing for Seniors	Light of Christ Catholic School Division #16	Personal Care Physio Inc.	Solstice Canada Corp.
Great-West Life Assurance Company - Winnipeg	Literacy Alberta Society	Peter Wong Law Office	SPE Canada
Halliburton Canada - Calgary	Loblaw Companies Ltd. - Brampton, ON	PNR Railworks Inc.	Special Olympics Alberta
Halpert Monsma	Louis Dreyfus Canada Ltd.	Polycore Canada Inc.	Spectrum Sports
Halsall Associates	M.D. Spirit River #133	Portage College	Spencer Environmental Management Services Ltd.
Hazco Environmental Services Ltd.	Mamawetan Churchill River Health Region	Prairie Malt Limited	Stollery Children's Hospital Foundation
Heart and Stroke Foundation of Alberta, NWT & Nunavut - Calgary	Mammoet Canada Western Ltd.	Prince Albert Parkland Health Region	Strathcona County
Help the Aged (Canada)	Management Development Program (MDP)	Prochnau Family	Stuart Olson Construction
Home-Within-A-Home-Society of Edmonton	Manasc Isaac Architects	Progressive Academy	Student Works Painting Corporation
Hong Kong Economic & Trade Office	Manitoba Hydro	Project Search Group	studentcare.net/works
IBM Canada Limited	Many Rivers Counselling and Support Services	Proven Reserves Exploitation Ltd.	Sturgeon County
ICMS, Inc - Alberta & Saskatchewan	Maple Leaf Consumer Foods (Fresh Poultry) - Edmonton	Pure Vision Inc.	SUBNET Solutions Inc.
Imperial Oil Limited	Maxxam Analytics Inc	Qualicare Health Services	Subway Franchisee Advertising Fund Trust
Imperial Tobacco Canada	McDougall House Association	Quantiam Technologies Inc.	Sulzer Turbo Services
Impres Pharma - Waterloo	McHelen's Caregiver	Questionmark Corporation	Sun Life Financial US
Industrial Evolution Corp.	McKernan Child Care Society	R&S Out of School Care	Sunfresh Farms Ltd.
Innovative Intervention Services	Mercer	Rabech Family	Sunrise Health Region
Inside Education - Edmonton	Meyers Norris Penny - Edmonton	RBC Capital Markets	Surepoint Services Inc.
Interior Health Authority	Millar Western Forest Products Ltd. - Edmonton	Red Deer College	Tarpon Energy
	Millwoods Family Resource Centre	Rexall Family of Pharmacies - Mississauga	TD Bank Financial Group - Toronto
	Modular Barge	Reynolds and Reynolds (Canada) Ltd.	TEKsystems Canada - Edmonton
	Monsanto Canada	Rigsmart Systems	TERA Environmental Consultants
	Mosaic Marketing Solutions - Mississauga	Ringette Alberta	The Alberta School Employee Benefit Plan
	Multicultural Coalition	Ritchie Bros. Auctioneers	The Alex Community Health Centre
	Multiple Sclerosis Society of Canada, Alberta Division	RONA Inc.	The Bennett Centre
	Muscular Dystrophy Canada	Ronald McDonald House	The Bethany Group
	My Philosophy Inc.	Safely on Board	The Book Fair Company
	NAIT Students' Association	Sahtu Renewable Resources Board	The Business Link
	Nason Contracting Group Ltd.	Saltibus Family	The Council of Canadians
		Salto Gymnastics Club	The D. E. Shaw Group
		Sanjel Corporation - Calgary	
		SARPI LTD	

The Elizabeth Fry Society of
Edmonton
The Friends of Royal Alberta
Museum Society
The Good Samaritan Society
The Henschel Family
The Lung Association - Alberta &
NWT
The Source - Barrie, ON
The Support Network
Therapycb
Thompson Nicola Family Resource
Society
Thorncliff After School Care
Tim Horton Children's Foundation
Total E&P Canada Ltd.
Towers Perrin - Calgary
Toybox Media Inc.
TransAlta Corporation
TTG Systems Incorporated
Tundra Site Services
U of A, Academic Information and
Communication Technologies (AICT)
U of A, Addiction and Mental
Health Research Laboratory
U of A, Agricultural, Life and
Environmental Sciences
U of A, Athletics
U of A, Augustana Faculty
U of A, Biosciences Animal Service
U of A, CAPS: Your U of A Career
Centre

U of A, Centre for International
Business Studies
U of A, Centre for Writers
U of A, Child Study Centre
U of A, CJSR FM88
U of A, Community and
Occupational Medicine Program
U of A, Community Service-
Learning (CSL)
U of A, Critical Care Research
Group
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U of A, Department of Biological
Sciences
U of A, Department of Earth and
Atmospheric Sciences
U of A, Department of Mechanical
Engineering
U of A, Department of Music
U of A, Department of Physiology
U of A, Department of Renewable
Resources
U of A, Discover E Engineering &
Science Camps
U of A, Environmental Health &
Safety
U of A, External Relations
Department - Student Calling
Program
U of A, Faculty of Engineering
U of A, Faculty of Extension,
English Language Program

U of A, Faculty of Medicine &
Dentistry
U of A, Faculty of Native Studies
U of A, Faculty of Nursing
U of A, Faculty of Physical
Education & Recreation,
Community & International
Engagement
U of A, Faculty of Extension
U of A, Graduate Students'
Association
U of A, Health Sciences Council
U of A, Human Resource Services
U of A, Libraries
U of A, Low-level Mercury
Analytical Laboratory
U of A, Office of the Registrar and
Student Awards
U of A, Population Research Lab
U of A, Saville Sports Centre
U of A, School of Business
U of A, Specialized Support and
Disability Services (SSDS)
U of A, Student Financial Aid
Information Centre (SFAIC)
U of A, Students' Union
U of A, Timms Centre for the Arts
U of A, WISEST
United Way of the Alberta Capital
Region
University of Alberta International
University of Calgary, Faculty of
Social Work - Edmonton

University of Calgary, Recruitment
University of Toronto, Master of
Management & Professional
Accounting
Up-To-Code Mechanical Plumbing
and Heating Ltd.
Vector Marketing Canada
Vision for Education
Visionstate
VitalAire Canada Inc.
Viterra
Wal-Mart Pharmacy
Waterford of Summerlea
Wave Control Systems Ltd.
Weather INnovations Incorporated
Wesclean Equipment & Cleaning
Supplies Ltd.
West Fraser Mills - Alberta
Weston Foods
Weyerhaeuser NR Company
Windsor Park After School Care
Wing Kei Care Centre
Winnipeg Regional Health
Authority
Winspear Centre
Workers' Compensation Board - AB
World Landscapes Ltd.
YMCA Edmonton Child Care
Youth Restorative Action Project
YWCA of Edmonton
Zocalo

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